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ABSTRACT

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 124 suggestions and 35 recommendations of 14 technical reports (spanning 1987 and 1988) related to quality in vocational education. Recommendations from 1987-88 and follow-up actions are reported on the following topics: state planning activities; dialogue with educational leaders; targeted populations; evaluation activities; private sector involvement; quality vocational education; academic foundations and application of technology; support services for students; consumer and homemaking education; perceptions affecting coordination; technical committees and Illinois curriculum; education for employment; regional delivery systems; and state policies and practices. The following recommendations are made: (1) establish performance standards; (2) retrain, upgrade, and maintain the work force; (3) provide services for special populations and improve program access; (4) identify program service needs; (5) facilitate preparation for work; and identify private sector commerce, industry, and labor needs for education and job-specific preparation. ICoVE membership list is included. (NLA)

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ED339906

ICoVE's 1989-1990-1991 Report

QUALITY VOCATIONAL EDUCATION

A Follow-up of 1987-1988 Suggestions and Recommendations

Investing in People

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- TOWARD A WORLD-CLASS WORKFORCE (A response to business, industry, and labor needs with recommendations to education as well as to the private sector.)
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- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR PRIVATE SECTOR INVOLVEMENT (A follow-up of ICoVE's 11 recommendations and 45 suggested actions in four Technical Reports addressing private-sector involvement issues for 1987-1988.)
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- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR SPECIAL POPULATIONS (A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR QUALITY VOCATIONAL EDUCATION (A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR EDUCATION FOR EMPLOYMENT (A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT (A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.)
- COMMON ELEMENTS (A report of coordination and special programs serving special populations through vocational education and job training.)
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT (A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.)
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990 (A report of the State's technical committee activities and accomplishments.)
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990 (A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.)
- NEWSLINE (A newsletter prepared four times per year.)
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES (A guide for local councils)
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS (A self-evaluation report of ICoVE)
- MEMBERSHIP BROCHURE

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ICoVE Membership

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- Providing reports, information, and interviews for collection of information in following up recommendations and suggested actions.
  - Department of Adult, Vocational and Technical Education/Illinois State Board of Education staff
  - Illinois Community College Board Staff
  - Illinois Department of Commerce and Community Affairs staff
  - Illinois Department of Corrections School District 428 staff

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

CC	Community college
CHEP	Consumer and Homemaking Education Program
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EDWAA/WARN	Economic Dislocation Worker Adjustment Assistant Act and Retrain Notification
EFE	Education for Employment
ESLP	Early School Leaver Program
GED	General Education Development
HITS	High Impact Training Services
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IMC	Instructional Materials Coordinator
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVCC	Illinois Vocational Curriculum Center
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JSA	Job Search Assistance
JTPA	Job Training Partnership Act
LEP	Limited-English proficiency
MIS	Management information systems
n	Number responding
NAPIC	National Association of Private Industry Councils
New 500(c)(5) Agreement	500 Illinois Unemployment Insurance Act (500 allows for training and still receive unemployment payments)
OTS	Offender Tracking System
PIC	Private Industry Council
RDS	Regional delivery system
s	Standard deviation
SDA	Service delivery area
TABE	Test for Adult Basic Education
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
VIMS	Vocational Information Management System
V-TECS	Vocational-Technical Education Curriculum Services
WECEP	Work Experience/Career Exploration Program
WRAT	Wide-Range Achievement Test

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in the series, is a three-year follow-up report, i.e., it describes actions taken during 1989, 1990, and 1991 to address the 124 suggestions and 35 recommendations of the 14 Technical Reports (spanning 1987 and 1988) related to Quality Vocational Education. (Other reports in this follow-up series include Special Populations, Coordination, Private Sector Involvement, and Education for Employment.)

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory
No activity/nothing initiated	alterations
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return
  - First mail survey
    55 RDS responses, 90.1% return
    34 CC responses, 87.1% return
    20 SDA responses, 76.9% return
  - Second mail survey
    55 RDS responses, 90.1% return
    29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public–private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC.

Follow-up findings are reported in this 1989–1990–1991 follow-up series of five reports. A narrative overview of each of the Technical Reports and an executive summary of the total series are also included. The executive summary reviews efforts taken to improve vocational education and highlights future directions. Recommendations and possible strategies to improve the ability of vocational education to prepare and maintain a quality workforce of the 90s are given.

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

Quality Vocational Education

Concern for the quality of this nation's education is not new. For a decade, critics have been vocal and the non-critics have countered. The criticism seldom focuses on vocational education per se. That is not to say vocational education hasn't taken its share of the knocks. Primarily, dissatisfaction is with the basic academic skills--the 3 R's. Without a good foundation in basic skills, critics and non-critics alike tell us, success in other academic and vocational education is doomed. Hence, vocational education has a responsibility to its students to be sure they have acquired academics and know how to apply them in real-work situations.

Why the concern? What is behind it? The need for U.S. business to be competitive in a world market has caused corporate America to look internally to hold a lid on soaring costs; to decrease unnecessary costs caused by waste in processing and worker error; to increase production; and to use technology to replace known inefficiencies. This inward look revealed more problems than "the way business was doing work." It opened their eyes to the low educational levels and poor skills of the existing workforce. To business' dismay, as it turned to the newer workforce entrants for new ideas and better basics, the same problems existed.

Since the release in 1983 of "A Nation At-Risk," education has been scrambling to respond and reform. Not unlike other states, Illinois has passed legislation for school reform, identified learner outcomes, and embarked on numerous testing adventures to determine what progress has been made. The public, particularly the private sector, has been given an opportunity to make known their expectations of the schools. The U.S. system of education has been compared to foreign educational systems. Seldom has the comparison been favorable.

1989-1991 Activities, Accomplishments, and Major Findings.

As dissatisfaction with the educational community approaches nearly a decade of criticism, much has been learned. Numerous initiatives have been taken by Illinois to improve vocational education. A brief overview follows.

Curriculum Revitalization. Assessment revealed that much of the curriculum being used was outdated and needed to be revised. As part of the process for implementing the EFE policy, vocational education began to update and revise curriculum by involving the private sector in validating tasks that today's workers must be able to do. Literally thousands of businesses and labor representatives became involved. They worked directly with teachers by providing input into curriculum revision. These efforts continue.

State technical committees were organized to develop task lists for several occupations. Illinois continued to work with V-TECS for development of competency-based materials. The Illinois Vocational Curriculum Center provided curriculum searches and has made services of the curriculum center available statewide. During the past three years, assistance has been given to the grassroots by seven instructional materials consultants

through a wide array of in-service activities.

Student Services. Student services committees have been required at the regional and community college district levels to provide advice and guidance for serving students with special needs, providing career guidance, and helping special needs students obtain the services they need. In addition, the Illinois Vocational Student Services Network (IVSSN) works to coordinate services and referrals to other agencies which may also have services for special needs students. A considerable amount of in-service education to help teachers mainstream special needs students has been provided. Technical assistance for transition services has also been made available.

Private-Sector Input. Considerable input from the private sector has been generated. The information has been used to update program content, instructional materials, equipment, and facilities. The private sector has described its needs for a quality workforce. It has helped to review labor market information and interpret supply-demand data needed for program planning.

Instruction and Professional Development. In-service education activities for instructors has received a great deal of attention. Helping teachers to update their job skills and knowledge through hands-on internships in the private sector has been reported as particularly effective. Integrating academic skills into vocational education curriculum has been an attempt to strengthen academic skills, as well as the application of academic skills to job situations.

The VIP internship program helps teachers, counselors, and administrators keep their job knowledge and skills up-to--ate with actual on-the-job experiences.

Labor Market Information. The increase in use of labor market information to plan vocational education programs has improved its ability to prepare workers for jobs needing workers. Labor market information has been the basis for career information programs as part of the guidance and counseling programs.

Performance Data. Little qualitative data about the performance of vocational education students in the workplace has been available. Some follow up information provide data about how many vocational students got jobs and whether or not their employers were satisfied with their work. Little is known about how well graduates perform, if they perform better than students who did not take vocational education or if their level of productivity is higher, if they receive promotions at a faster rate than other workers, or any other information about how well vocational education graduates perform. During 1991, a DAVTE-funded project began developing a data base that will provide impact information.

Newly reauthorized federal legislation is requiring new levels of accountability about vocational education. The data will depict quality and indicate weaknesses which need to be corrected.

Future Directions.

The decade of the 90s will bring new dimensions to the quality of vocational education. Not only will the private sector demand quality programs and services, requirements will extend to accountability to prove quality.

RECOMMENDATION

The Illinois Council on Vocational Education recommends that the Illinois State Board of Education--

ESTABLISH WORLD-CLASS PERFORMANCE STANDARDS FOR VOCATIONAL-TECHNCIAL EDUCATION PARTICIPANTS.

World-class performance standards may be defined as those standards which provide benchmarks against the best standards in the world. Why must vocational education establish performance standards that are second to none? It is essential to the business community that must compete with world competition in a global economy.

In order for the vocational education system to deliver world-class performance standards to vocational-technical education students, several conditions must be taken into account and made available. A brief discussion of these follows.

•Vocational education must deliver on the basic skills. The basic skills include reading, math, writing; communication, listening; employability skills, including work attitudes and responsibilities and knowing how a business operates; decision making, problem solving, and critical thinking; group and teamwork skills, interpersonal and social relations; self-esteem, goal-setting and career development; keyboarding and computer literacy skills; leadership skills and improving organizational effectiveness; and basic concepts of technology systems. Business and labor have been critical of education's ability to provide these basic skills.

•Vocational education must develop performance measures. Vocational education must report to business and industry about its progress. The vocational education performance must be a part of the State Board's Report Card. Further, it must be able to provide its graduates with a profile of their basic and occupational skills which reflect quality education.

•Vocational education must address levels of performance, e.g., level 1, 2, 3, to reflect high levels of student performance.

•A quality vocational education and academic education must work in harmony not only to teach the basic skills, but also to assure that students know how to apply the basic skills.

•In establishing quality standards, vocational education must involve the private sector, use existing standards that are in place by trade associations and licensing programs, and review these standards frequently to assure their stature in the workplace.

•Performance standards must be implemented by the Board of Higher Education, particularly in teacher preparation programs.

•Vocational education must include instruction about how work is done, as well as how to do a job.

•The public must hold education accountable. Education must be prepared to be accountable. It must report to the public and continue to seek input from the public concerning weaknesses and anticipated changes in workplace requirements.

•A wide array of quality services must be provided to bring the existing workforce and students already in the system up to par. These would include basic academic improvement, remedial programs, counseling to better understand the career field, and assessment to determine the level of achievement.

•The cost of training and retraining that is borne by the private sector is passed on to the customer. Education must recognize how this affects its role in the competitive marketplace.

•Certification, recertification, and tenure laws must be reexamined for barriers to quality instruction.

•State-of-the-art facilities and equipment must be made available to vocational-technical education through partnerships with the private sector.

•Professional educators must understand education's role in a competetive, global economy.

•The private sector should be involved in helping vocational education to assess the extent to which vocational education participants achieve the standards set forth.

•The State of Illinois, i.e., General Assembly, should consider sunset legislation and funding for the purpose of developing areas needed to implement quality performance standards. Such development might include assessment programs, funds for involving the private sector in developing performance standards for students in the various occupational areas, in-service for teachers concerning implementation of the accountability process required, and others.

•The function of vocational counseling must be available to all students.

•Quality vocational education programs must be available for at-risk populations. Performance standards and measures must be appropriately identified.

•The private sector must acknowledge high levels of student performance. It must be prepared to compensate, i.e., offer higher wages, for good grades and higher achievement.

•The academic arena of secondary and postsecondary, including four-year universities, must be involved in the establishment and use of student performance standards. The concept cannot be limited to vocational/occupational programs and skills.

•The use of Tech Prep programs will be crucial in preparing workers who are highly skilled in technical occupations. The state is commended for its support of Tech Prep and urged to continue this emphasis. Funding must support the Tech-Prep concept.

•Schools, K-graduate degrees, must recognize that no one escapes technology. Advances in technology require higher order thinking skills and decision skills. These must permeate the system.

•Student report cards must change dramatically; report cards must reveal levels of achievement, acquired competencies, and demonstrated performances.

•Schools must refrain from a tendency to "water down" curriculum for the less capable by seeking new ways of teaching difficult-to-teach students.

•The urgency for developing articulation and reducing unnecessary duplication must be acted upon by all agencies involved in education and training.

•Priority attention must be given to providing in-service education necessary for preparing educators to deliver the quality of programs that are essential for the 21st century.

Gearing up for quality vocational education will not be an easy task. The task no longer belongs only to vocational education. It involves the academic community, including elementary and higher education; it involves the business and labor representatives who will employ and work with new workers; it will involve the business and labor representatives who will require workers to receive additional education; and it will involve the workers who will need to be retrained.

World-class performance standards will assure all students of Illinois access to programs capable of preparing them for employment anywhere in the world. It will further afford students access to programs that provide quality education for employment and educational base on which to build to upgrade, retrain and further their education.

Follow-up

Report #1

STATE PLAN FOR EDUCATION FOR EMPLOYMENT

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ICoVE's 1989-1990-1991 Report

REPORT #1: STATE PLAN FOR EDUCATION FOR EMPLOYMENT Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 STATE PLANNING ACTIVITIES

The Illinois Council on Vocational Education commends the vocational education staff of the Illinois State Board of Education (ISBE) for leadership efforts exerted to enhance planning for vocational education in Illinois. Enhancements have included extensive involvement of the grassroots level; establishment of long-range program targets; the initial delineation of expectations for vocational education, particularly the identification of measurable results; and continued coordination and consultation with the Illinois Council. Revamping of the request for proposal (RFP) process and the redirection of funds for vocational education provide avenues through which planning resources can be expanded, e.g. development of the macro data base.

Over 250 people interested in vocational education, including educators, private-sector people, administrators, and students were involved in 16 focus groups conducted by ISBE staff to obtain input about the future of vocational education in Illinois. ICoVE spent a full meeting with the State Director discussing the state plan and its contents. Following this initiative, state staff compiled the input and surveyed local and regional personnel to identify priorities, strategies, and targets.

ISBE staff have provided both communication and leadership to the grassroots to prepare vocational education for anticipated new directions resulting from pending reauthorization of federal legislation. For example, the added emphasis expected for tech prep will find Illinois with not only a State plan, but also grassroots-level plans ready to implement tech prep when federal funds are available.

Although not all ICoVE suggestions and recommendations were carried out to the fullest extent possible, efforts of the vocational education staff to improve planning are commendable. The staff provides leadership for planning, thus making it an integrated state-local activity in lieu of a "top down" approach.

The Council recognizes that the vocational education state plan is ultimately the State Board's plan for vocational education. As required by law, the Board adopts this plan as its plans. However, the council would be remiss if it did not assess how this plan fits into the State Board's overall plan for education.

The State Board does not develop a "plan" per se for education in Illinois. Annually, the State Board adopts a set of goals. These address the state's goals for learning. Historically, vocational education has had no prominent visibility in these goals. Its sophisticated plan has no place to attach itself, thus it appears to exist in isolation. The most prevalent identity of vocational education is simply a phrase added to the School Code by the Illinois General Assembly, i.e. "entry into the world of work."

Demands from the general public, particularly employers, for increased applied academics and more integration of vocational education and academic education become the total responsibility for vocational education because there is no plan for academic education. Although not perfected by any means, vocational education has stringent requirements for accountability. These are increasing. As the public demands more and more feedback

about student achievement, vocational education will be saddled with accountability for academic achievement reports. Vocational education has a responsibility to contribute to these achievements, but should be only part of an overall educational plan with accountability measures appropriately assigned.

Looking ahead, as federal law requires standards for vocational education, including standards for academic education integrated into vocational education, vocational education will need to develop standards for academic education. Turf battles are certain to follow with vocational education being accused of not coordinating, "going out on its own," and trying to "take over." The State Board needs to review the mandates of various state and federal statutes to identify aspects which affect or have the potential for impinging on each other. From these, a state plan for education could direct how all entities within the educational framework could work together to achieve their goals as well as their mandated responsibility. Such a plan would facilitate the State Board's ability to coordinate with other state and federal programs contributing to the educational well-being of Illinois students.

Action by the state board now will not only pull the academic, special education, and vocational departments together at the state level, but also display leadership and support to the LEAs to take similar action.

As the State Board looks toward developing a plan to encompass all educational programs for which it has responsibility, the vocational education planning process provides an exemplary model.

'87-'88 SUGGESTED ACTIONS:	'89-'90-'91 FOLLOW-UP ACTIONS:
TO STATE BOARD/DAVTE	
Initiate long-term planning for vocational education. (Considerable progress)	The State Board through DAVTE initiated long-range planning activities through the use of the focus group process. The efforts focused primarily on program targets, goals, and activities needing to be addressed during the next five years. Planning activities have drawn heavily from input provided from the "grassroots." The State Board/DAVTE continues to fund administrative costs of regional delivery systems. These funds, initially initiated for planning purposes, continue to provide the primary source of revenue necessary for long-range planning at the regional level. During FY 90 funds for planning were allocated (for FY 91) to develop tech prep programs using community colleges in cooperation with secondary regional delivery systems as the core planning unit.
Resolve the definition of schooling to maximize participation of local districts and the private sector. (Considerable progress)	The Illinois General Assembly has amended the School Code, Section 27-1 to add that one of the primary purposes of schooling includes "entry into the world of work." Further, the Assembly added, "Each school district shall make available to all students academic and vocational courses for the attainment of

----------*TO STATE BOARD/DAVTE*----------

'87–'88 SUGGESTED ACTIONS:	'89–'90–'91 FOLLOW-UP ACTIONS:
	learning objectives." Awaiting signature of the Governor, a 1990 addition would add, "Elementary schools shall assure that students receive instruction designed to assist students to make appropriate career choices. Secondary schools shall make available instruction designed to prepare students for world of work opportunity upon graduation. Each school board shall determine the amount of instruction time to fulfill this requirement."
Provide leadership in the development of vocational education programs which could meet math, science, or other academic, graduation and higher education entrance requirements. (Considerable progress)	Illinois continues to participate in the consortium of states to develop curriculum materials for applied academic subject matter having potential for meeting academic requirements for graduation and entrance into higher education. The State Board's DAVTE has provided leadership for strengthening vocational education's relationship with academics by involving academic and vocational education teachers in joint training and joint planning efforts for implementing the applied academic curriculum materials.
Develop the topical-plan concept tapping grassroots involvement and participation. (Recently initiated satisfactory alterations)	The State Board DAVTE has not developed the topical-plan concept, e.g. curriculum, staff development, research needs, services for special populations. Current planning strategies are focusing on program targets. This process provides an improved effort for setting forth direction and planning useful at the grassroots level. The topical-plan concept would further facilitate communication about the direction vocational education is going. DAVTE has prepared a draft plan summary which states (in "lay language") the direction in which vocational education in Illinois will be directed over the next few years. The summary is readable and illustrative of the leadership DAVTE is attempting to provide. This is a truly commendable effort.
Dissolve the two-track educational system by integrating academics and vocational education. (Partial progress)	A two-track educational system based on ability grouping is believed to have gained momentum with passage of the university entrance requirements. An amendment permitting vocational education credits as elective courses provided some flexibility of options. DAVTE is strongly supporting a two-pronged goal for vocational education, i.e. prepare for employment and postsecondary education. The vocational education tech prep initiative articulates secondary and postsecondary curricula, including both

----------*TO STATE BOARD/DAVTE*----------

'87–'88 SUGGESTED ACTIONS:	'89–'90–'91 FOLLOW-UP ACTIONS:
	academic and vocational education. When complete, the initiative may well serve as a model for merging the two-track system using ability grouping.
Include and coordinate vocational education in state-funded truancy and dropout programs. (Limited progress)	State-funded truancy and dropout programs and programs using federal vocational education and job training funds to target at-risk youth, dropouts, etc., continue to operate with little joint effort. Vocational education staff assist with the review of state-funded proposals. This is a commendable first step toward improved coordination.
Build results of the evaluation system into future planning. (Recently initiated as suggested)	The evaluation system being developed will provide information useful for planning. At the present time, the evaluation system is more closely aligned with program improvement than with planning. Development of a topical plan for program improvement would surely find the evaluation information useful to planning. In anticipation of reauthorization, the evaluation development initiative was put on hold. When the new legislation surfaced, it was recognized that revisions would be needed. Illinois has not conducted statewide evaluations. This needs to be done in addition to providing new evaluation requirements. This information, plus the state assessment results, would be helpful to planning. Draft versions of the new state plan include the use of evaluation for both program improvement and planning.
Highlight innovative initiatives undertaken at the state level, e.g. market vocational education. (Limited progress)	DAVTE has attempted to "showcase" some innovative programs. Much of this effort has been to compete in national recognition programs or to provide "window dressing" for vocational education displays and promotions during vocational education week or special legislative activities. The problem remains that in most cases the "showcase is singing to the choir," i.e. those who attend these functions are already advocates of vocational education. Additionally, no system for identifying exemplary programs exists. In part, this is due to a lack of identifiable outcomes and standards (i.e. an exemplary program has not been defined). As standards and outcomes become available, the identification of exemplary programs may be useful for replication. At the present time, neither state funds nor federal funds are available for "promoting" such programs.

----------*TO STATE BOARD/DAVTE*----------

'87–'88 SUGGESTED ACTIONS:	'89–'90–'91 FOLLOW-UP ACTIONS:
Establish more definitive, visionary, and long-term expectations from regional systems. (Considerable progress)	Community college deans and regional delivery system directors were asked to rate how well the State Board had established more definitive, visionary, and long-term expectations of the regional systems and expectations for articulation and coordination between community college systems and the secondary regional systems. On a scale of 1–5 with 1 representing "not very" and 5 representing "very," the community college gave ISBE a 3.5 average rating; system director scores averaged a 3.1 with only one-fifth of the ratings being in the lower two rates. Community college deans cited articulation agreements and cooperation between institutions, including both faculty and administrators as examples of clarified expectations. The system directors indicated they believed their greatest direction received related to clarified annual Illinois priorities such as tech prep, integrated academics, and curriculum development. System directors cited that clarification of expectations still in need included future funding, data and reporting expectations, long range goals and planning, role of secondary systems, and effects of new legislation. The postsecondary deans stated they needed clarification about the extent and scope of the articulation agreements and integration of academics into programs. They also noted a need for programmatic goals, the needs and interests of students, and what employers want community college "products" to be able to do in terms of skills. DAVTE is to be commended for its visionary efforts in long-term planning, as well as its openness and involvement of personnel from the local level. Source: ICoVE survey of CC deans and RDS directors.
Stress the necessity for effective partnerships among educational agencies, the private-sector, and other public sector systems and programs for preparing people for employment needed in the labor market. (Considerable progress)	Over 90% of the community college deans and secondary system directors rated the State Board's efforts to stress partnerships among education, the private sector, and other public programs with a 3–5 rating on a 1–5 scale (5 being the highest). The average number of partnerships reported by the secondary system was 2.7; the average number reported by the community college was 3.7. What were these partnerships?

1.6

----------*TO STATE BOARD/DAVTE*----------

'87-'88 SUGGESTED ACTIONS:

'89-'90-'91 FOLLOW-UP ACTIONS:

Partners	Community College	Regional Delivery System
JTPA	93%	77%
With each other	97%	84%
Advisory Councils	69%	71%
Job Service	34%	18%
AVCs	48%	100%
Others	24%	20%

Others included DORS, Corrections, adult education, university, welfare, hospitals, local industry, interagency councils, other community colleges.

Examples: Results of Partnerships

Regional Delivery System	Community College
Truant alternative program	Direct credit
Activities with Chamber of Commerce, IL Bell, Commonwealth Edison	Articulation
Efficiency improved	Stronger programs
Articulation	JTPA client service center
Entrepreneurship program	Job service co-locates on campus
Job placement system	Medical program with JTPA
Financial and equipment support	Pooling of financial resources for computers
Special programs	Joint JTPA personnel
Curriculum changes	

Source: ICoVE survey of CC deans and RDS directors.

Give the regions ownership of their plans for Education for Employment, but continue to provide leadership and financial support from the state level.

(Considerable progress)

ICoVE asked directors of secondary regional delivery systems (RDS) and community college (CC) deans if they felt they had ownership of their EFE plans. On a 1-5 rating scale (1 = little ownership; 5 = considerable ownership) the responses were:

	1-2	3	4-5	Average Rating
CC	10%	42%	48%	3.5
RDS	23%	34%	43%	3.3

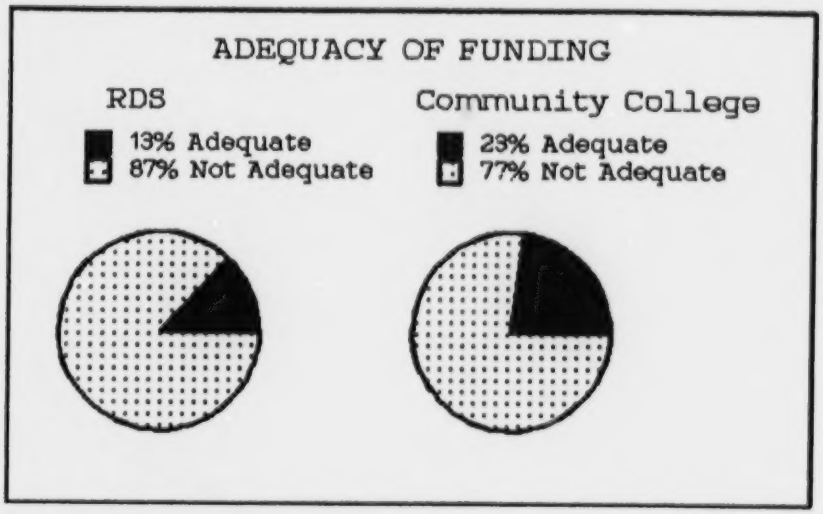
----------*TO STATE BOARD/DAVTE*----------

'87–'88 SUGGESTED ACTIONS:

'89–'90–'91 FOLLOW–UP ACTIONS:

In responding to the quality of leadership provided by the State Board for joint planning of the regional and community college plans, the secondary system directors rated the leadership as 3.2 on a 5–point scale (5 = high; 1 = low). The community college deans rated the leadership a 3.1.

When questioned about the adequacy of financial support, ICoVE learned:



Cited as most urgent funding needs:

RDS	CC
32% Equipment funds	36% Equipment funds
32% Increase in administrative funds	36% Staff development, additional staff, staff travel, staff time
23% Staff development, additional staff, staff travel, staff time	21% Program improvement development/instructional funds
13% Program improvement and development/instructional funds	7% Increase in administrative funds

Community college deans and secondary system directors were asked to cite the amount of additional funds they needed each year to meet identified needs. The results:

1.8

----------*TO STATE BOARD/DAVTE*----------

'87-'88 SUGGESTED ACTIONS:

'89-'90-'91 FOLLOW-UP ACTIONS:

Secondary Regional Delivery Systems Average = $105,192 x 61 regional systems	= $ 6,416,730
Community College Systems Average = $136,932 x 39 community colleges	= $ 5,340,000
Total increase in funds to meet identified needs	= $11,756,730

Source: ICoVE survey of CC deans and RDS directors.

As the economy tightens and the trained labor force continues to shrink, the State's plan for vocational and technical education will attract more attention not only from the vocational education community, but also from the private sector which is looking to the total educational system to prepare needed workers. Several questions about the state's plan need to be addressed.

1. Does the State Board need to develop a long-range plan encompassing the total educational system in Illinois? . . . What benefits would result?

2. Does a long-range plan for vocational education in Illinois provide for program articulation at all levels? . . . Integration of academic and vocational education? . . . Transition into the world of work?

3. Does the State's plan clearly depict how curriculum will be revised and updated? . . . How special needs students will be served? . . . How staff will acquire needed in-service? . . . How tech prep will be fully implemented?

4. Do local school districts and community colleges have needed expertise for long-range planning? . . . Do they have needed skills for developing partnerships with the private sector? . . . Is vocational education's role in the total scheme of education clearly identified?

5. Should the State Board seek sunset legislation to provide the $11,760,000 needed by vocational education to update equipment, provide in-service education to staff, and improve programs? . . . Are there other immediate needs to be met?

PROGRESS OF RESPONSE TO RECOMMENDATIONS AND SUGGESTIONS by ISBE/DAVTE and the Governor

Eleven suggestions were presented to the State Board and DAVTE relevant to the State plan. All were given some attention by either DAVTE or the Board itself. A summary of these responses indicates:

ISBE/DAVTE:
- 6 Considerable progress
- 1 Partial progress
- 2 Limited progress
- 1 Recently initiated with satisfactory alterations
- 1 Recently initiated, as suggested

Total 11

Follow-up

Report #2

DIALOGUE WITH EDUCATIONAL LEADERS

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REPORT #2:
DIALOGUE WITH EDUCATIONAL LEADERS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 DIALOGUE WITH EDUCATIONAL LEADERS ACTIVITIES

In the spring of 1988, the Illinois Council on Vocational Education met with the executive director of the Illinois Community College Board, the state superintendent of education, and the executive director of the Illinois Board of Higher Education. At that time, several issues were identified. All agreed that the meeting had been productive and that because these three comprise the Joint Committee on Education, discussion of issues they had addressed with ICoVE could be continued at its meetings. The Joint Committee on Education is formed by state statute. However, the Joint Committee on Education has not met regularly since that time. ICoVE sponsored another joint meeting with the three member boards of the Joint Education Committee in March, 1991. Discussion focused on needs of the Illinois education system of the 21st century and results of ICoVE's business and labor study.

The issues of where vocational education fits into the overall educational process, what impact it has on the economy, and whether or not it can contribute to the "basics" needed by employers have received minimal attention from the State Board itself.

The Governor's Office of Planning made considerable progress in its efforts to review programs for the purpose of developing potential coordination mechanisms. Roles of various programs and agencies have been identified.

Efforts from the Governor's office concerning coordination among various agencies involved in preparing and maintaining the Illinois workforce have not moved forward beyond controversy. This may have been, in part, because of the forthcoming election. Clear role definition among the various entities remains a need.

The State Board has worked with the Illinois Board of Higher Education to develop outcomes for college prep programs. This is commendable. The State Board and the Illinois Community College Board have worked jointly to develop a framework through which planning for tech prep (or a 2 + 2 program) can be initiated. This suggests a role for secondary education in preparing the Illinois workforce. Further, the State Board supported legislation providing for teachers of academic programs to participate in private-sector internships in order to acquire knowledge of workforce needs, thus also suggesting a role for education in preparing the state's workforce.

The State Board has asked DAVTE to review the current EFE policy and recommend needed changes in both the policy and the administrative plan. As the Board reviews its existing policy, it may well take a position which clarifies its views and establishes a clearer and more responsible position for vocational education.

DAVTE has carried out numerous efforts to determine the impact of applied basics. This examination has included several forms of delivery such as a separate course, integration of the applied basics program into vocational education curriculum, and integration of applied basics into academic courses. In addition, strategies for delivery including infusion into existing courses, team teaching and others have also been examined.

As pressure for vocational education's accountability and use of measurable outcomes, particularly for the "basics" increases, it is anticipated that the entire educational system will be forced to work together to evaluate and assess progress. Federal legislation will require vocational education to measure academic achievement of vocational students. This requirement may serve as the impetus for outcome measures throughout the secondary curricula.

ISBE, as well as DAVTE, has actively sought input from the private sector. ISBE's business-education advisory council, which has considerable visibility throughout the state, suggests a role for education in preparing and maintaining the Illinois workforce. The Illinois Council on Vocational Education is also working with labor and employers in Illinois' businesses and industries to determine needs of the Illinois workforce, both now and in the future. These two groups may find coordination of efforts to be mutually beneficial.

The new Governor and agency personnel will undoubtedly convene to plan strategies for the '90s that will enhance the Illinois economy and improve the quality of life for its citizens. It behooves the education community and the job training community to present a clear set of strategies designed to contribute to the state's mission. The State Board can expect to play an important role in shaping Illinois' plan for the decade.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------	
Continue dialogue with educational leaders and decision makers regarding solutions to the 11 issues addressed in this report. (Limited progress)	Dialogue among the educational leadership of the Illinois State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education has occurred. It has not occurred as a convened body of the Joint Committee on Education. Much of the discussion focused on the issue of entrance requirements established by the Board of Higher Education. These discussions were between IBHE and ICCB and between IBHE and ISBE. The group has not specifically addressed the 11 issues addressed at the joint meeting with ICoVE and reported in ICoVE's Technical Report #2.
----------*TO ILLINOIS STATE BOARD OF EDUCATION AND GOVERNOR*----------	
Address the three major concerns for policy identified in 1985-1987 council report, *EDUCATION FOR EMPLOYMENT . . . INVESTING IN PEOPLE*. ICoVE believes resolution of the 11 issues of current concern may be inherent in these policy matters. The three concerns for policy include:	
----------*TO GOVERNOR*----------	
The Governor of Illinois must reaffirm his commitment to establishing a plan for preparing and maintaining Illinois' workforce to meet job market needs. Agencies should be assigned responsibilities and directed to work	The Governor's Office of Planning has studied planning and coordination among various state agencies involved in preparing and maintaining Illinois' workforce. The report sparked considerable controversy among agencies. A plan has not emerged. Efforts continue, as do the needs.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
together to accomplish the task. The State of Illinois needs an overall plan to provide direction to and coordination of public and private sectors which have responsibility for developing and maintaining an effective workforce. (Considerable progress)	
The Illinois State Board of Education must adopt policy to reinforce and clarify education's role in economic development. Education has a responsibility for Illinois' economic development. This responsibility needs to be more clearly defined and assigned. Without education's contribution, Illinois' workforce will lack effectiveness. (ISBE: No activity/nothing initiated) (DAVTE: Recently initiated as suggested)	The Illinois State Board of Education has not adopted a policy to reinforce and clarify education's role in economic development. The DAVTE has incorporated performance standards and measures in its initial draft version of the state plan that do address vocational education's role in economic development. This is commendable.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

The Illinois State Board of Education must review the implications of its designated responsibility for vocational education. The authority of the State Board to set policy and administer vocational education should be understood, acted upon, and implemented by the educational community, the job training	ISBE continues to fulfill its designated responsibilities for vocational education. The State Board has not chosen to clarify these responsibilities nor position itself as a leader among the various public entities with whom it must cooperate for the purpose of preparing and maintaining Illinoisans for work.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
community, the private sector, other public sector entities, and the Board itself. (No activity/nothing initiated)	
Pilot internships for teachers in non-vocational subject areas and elementary programs. (ISBE: Limited progress) (DAVTE: Future implementation planned)	Internships in the private sector for teachers of non-vocational subject areas have not been piloted. ICoVE requested and supported legislation to establish such internships in Illinois. ISBE also supported the legislation. The General Assembly passed legislation and the governor signed it; however, funds have not yet been appropriated to support the activity. DAVTE funded special internships for biology teachers to help retrain them for teaching health occupations. This was a successful project. DAVTE is also planning to use tech prep funds to send academic teachers into the private sector for internship programs.
Assess achievement of students receiving instruction in applied academic subjects. (Partial progress)	The DAVTE has funded a special project to assess the achievement of students receiving instruction in applied academic subjects. Results are currently being collected. The project uses the State Board's performance testing already in place for mathematics and communication skills as the baseline. Students participating in the Applied Math and Applied Communications programs developed by the consortium of states will be compared to a control group receiving more traditional instruction. DAVTE anticipates that the project will serve as a model for statewide assessment in the near future. Currently, the applied academics materials are gaining momentum not only nationwide, but also in Illinois. (Illinois has served as a field test and pilot site for developing these materials.) Although the delivery models vary, Illinois currently has approximately 15 schools using the Applied Communications materials; about 25 using the Applied Mathematics; between 50-60 sites using the Principles of Technology curriculum; and 4 participating in field testing of the Applied Science and Biology materials.
Follow-up results to determine the success of programs using curriculum which integrates academic and vocational education. (Considerable progress, future implementation planned)	Tracking and follow-up efforts selected by DAVTE to determine the success of programs using curricula which integrate academics and vocational education have provided "indicators," rather than "achievement scores." Initiatives to formalize and track student achievement are being put in place.

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW–UP ACTIONS

Appropriately, DAVTE has gathered information from teachers and administrators to detect success and problems related to integration of academics and vocational education. This has afforded the Department information useful in providing technical assistance and support to local programs. Examples follow.

> DAVTE staff have met with several local boards of control and found members to be "very supportive because they believe the bottom line is academic achievement and they see indicators of such achievement."
>
> Through special funding, one regional delivery system designed a model for strategic planning to help schools determine what needs to be done to advance the academic achievement of their students. The model uses an advisory committee made up of administrators, counselors, academicians, vocational educators, and community leaders to study and address their needs. DAVTE has funded a follow–up project to develop a local/regional handbook for implementing the model.

During the past two years, regional delivery systems were required to address the integration of academic and vocational education through the use of QAP funds. DAVTE reports it has learned several things as a result of this effort. Some of these include:

- Local/regional personnel recognize that the integration of academic and vocational education is here to stay, i.e. "it won't go away."
- Having the Superintendent behind the integration effort is essential to its success.
- Certification issues influence programs. Funding of integrated programs is determined by certification of teachers.
- Implementing applied academics is not the only solution to the integration effort. Numerous models for curriculum design are surfacing as effective.

DAVTE is commended for its leadership in both applied academics and the integration of academic and vocational education curriculum. Illinois serves as a field–test state for the consortium of states developing applied materials. DAVTE has required regional systems to address integration efforts and has allowed locals flexibility in approaching the issue. A year–long, state–sponsored in–service education program for integrating academic and vocational education has been designed and distributed to provide assistance. The program includes conferences, workshops, and other activities.

2.6

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Study the feasibility of program designs using a one–track educational approach which offers emphasis and options for students wishing to prepare for entering employment and continuing their education. (No activity/nothing initiated) (future implementation planned)	The Illinois State Board of Education has not conducted a study of a one–track education approach to preparing students for both entering employment and continuing their education. The vocational education staff of ISBE has launched planning efforts for tech prep, which will emphasize the one–track process. In addition, plans are surfacing which attempt to prepare all students for both entry into the workforce and postsecondary education.
Use follow–up studies to determine education's ability to teach students about work. (Future implementation planned)	No follow–up studies have been initiated to determine education's ability to teach students about work. Reports continue to surface from the private sector which suggest education's track record has not been successful. DAVTE is designing follow–up studies of vocational education participants. This will be implemented in the fall of 1991.
Provide information to parents, as well as students, about graduation and university entrance requirements. (Limited progress)	Responsibility for providing students and parents with information about graduation and university entrance requirements remains with the local districts. The State Board has provided local districts with information about graduation requirements and has worked to encourage the Illinois Board of Higher Education to provide interpretation of legislation governing university entrance requirements to school districts.
Identify a variety of scheduling models which expand student options. (Considerable progress)	Contract funding provided by DAVTE resulted in a study of optional scheduling conducted by Dr. John Washburn at Southern Illinois University. The results were disseminated throughout Illinois as well as nationally. It is anticipated that the planning grants for tech prep will further investigate various scheduling models to expand student options. As a result of the Principles of Technology program, one school offered an additional laboratory focusing on applications specific to vocational education. The study found that vocational education students enrolling in the additional laboratory experience had higher achievement scores than students who did not.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS

Encourage local leadership to expand partnerships with the private sector for the purpose of seeking new ways to expand options.

(Partial progress)

'89–'90–'91 FOLLOW-UP ACTIONS

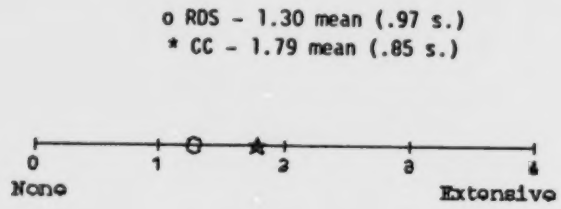
DAVTE has promoted expansion of private-sector partnerships to expand options available for students through the following initiatives:

- corporate campus programs,
- coordination agreements with the SDAs,
- partnerships to provide special slots for student jobs,
- pre-apprenticeship programs.

DAVTE is to be commended for tech prep–private sector requirements in all tech prep programs.

Community college deans and regional delivery system directors rated the extent to which the private sector had been helpful in designing new ways to expand student options. On a five-point scale, (0=None, 4=Extensive) respondents indicated:

	Mean
Regional Delivery System	1.30
Community College	1.79



The following are the most frequently cited ways in which the private sector helped in expanding student options:

Regional Delivery System	Community College
Extended campus programs	New program development
Summer projects for students	Training sites
Career fairs	Special training programs
Donations	Scholarships
Student jobs	Internship experiences
Coop work stations	Advisory committee input

Private-sector personnel are more likely to initiate involvement in programs at the community college level than at the secondary level. CC instructors and administrators are more likely to contact the private sector to develop a partnership than are the secondary administrators and teachers. When asked who initiated private-sector involvement in the programs, the deans and directors indicated:

2.8

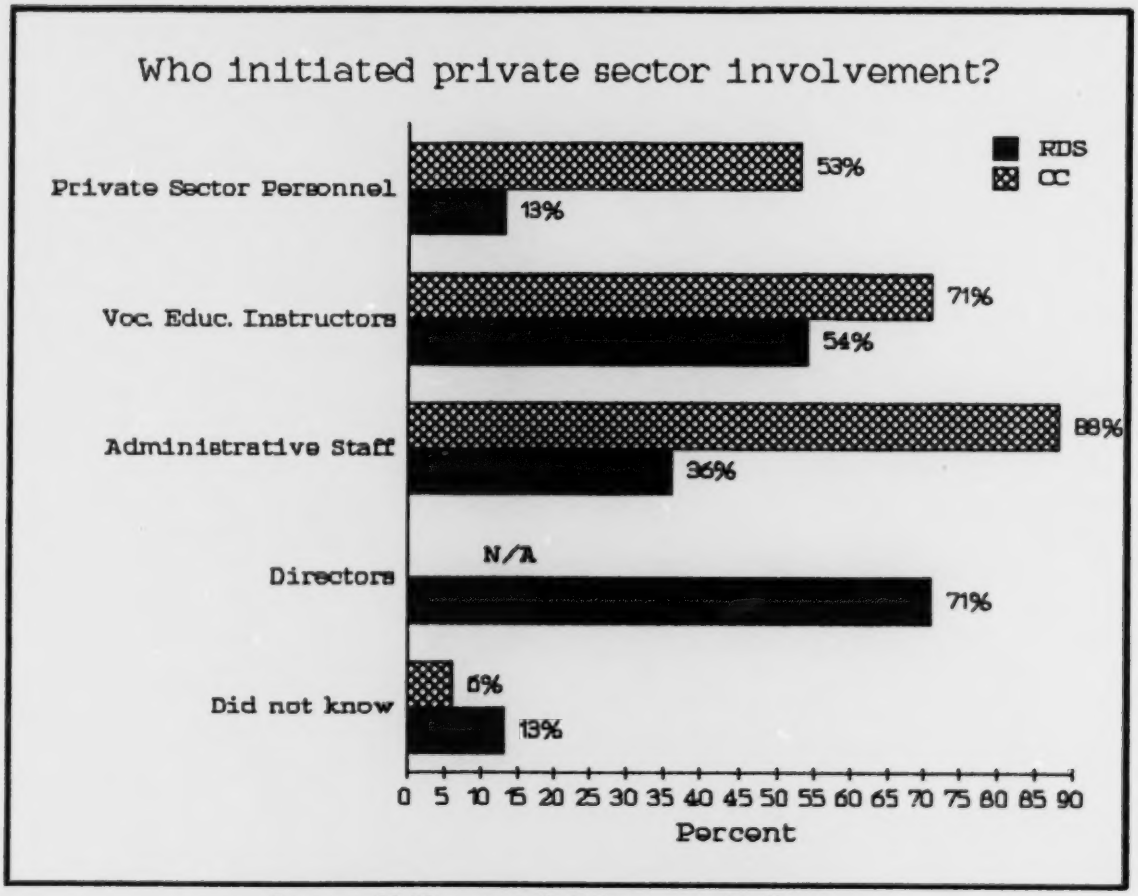
----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW-UP ACTIONS

	RDS	CC
Private sector personnel	13%	53%
Vocational education instructors	54%	71%
Administrative staff	36%	88%
Regional System Director/Community College Deans	71%	N/A
Did not know	13%	6%

A new career cooperative was able to secure 200 jobs for students through business industry partnerships. Partnerships in the Peoria area resulted in 200 jobs for clerical students.



Source: ICoVE survey of CC deans and RDS directors

Identify support systems essential for students to benefit from vocational education.

(No activity/nothing initiated)

A variety of support systems help students benefit from vocational education. The systems are in place which are believed to receive special funding. The impact and success of these systems have not been clearly determined. Informal observation suggests success, but these systems should be studied carefully to determine the extent of

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	their impact. The State Board should provide incentives and leadership in order to assure that support systems delivered at the grassroots level are the most effective systems available.
Capitalize on the significance of vocational education in the total educational process to strengthen its image to the public. (No activity/nothing initiated)	No activity has occurred which illustrates the significance of vocational education in the total educational process. The State Board has not "connected" the academic and vocational education relationship to help address concerns being expressed to the State Board and the Illinois General Assembly about the shortcomings of Illinois schools in adequately preparing students for employment. ISBE is to be commended for its strong support of tech prep. These programs will "connect" academic and vocational education curricula and provide a model for other education programs.
Apprise the public of workplace changes which affect educational needs. (Limited progress)	The ISBE superintendent is to be commended for appointing a business–education partnership council to apprise him of workplace needs and how education can address these needs. ICoVE urges the Superintendent to continue his stature of openness to the public by communicating these needs along with the State Board's plan for addressing them. Further, ICoVE offers its study of business and labor for identifying workplace needs for use by the superintendent and his commission.

The ICoVE invitation to the ISBE, ICCB, and IBHE leadership to discuss a variety of common issues generated considerable discussion on eleven issues. To date, some action has occurred as a means to resolve a few of the issues, but several remain unattended. Several questions remain unanswered.

1. Are academic teachers adequately prepared to teach the application of the subject matter? . . . Are pre–service education programs preparing teachers adequately? . . . Are in–service education programs providing an adequate number of teachers with information necessary for incorporating applied academics into existing curriculum?

2. Do vocational and academic teachers have the support needed for working toward more integration of the two education curricula? . . . Do they have the necessary knowledge? . . . Skills? . . . Is teacher education adapting in–service programs to accomplish this task?

3. Are local educational institutions developing effective partnerships with the private sector? . . . How are educational programs benefitting? . . . How is the private sector benefitting?

4. How are the educational boards in Illinois encouraging sequencing of courses, articulation, and transfer programs? . . . Is there evidence of this at the local level?

5. Is the general public knowledgeable of the relationship between education and career preparation? . . . Do they understand the school's role in preparing students for employment? . . . Are they aware of the increased need for applied academics in the workplace, particularly the high–tech workplace?

PROGRESS OF RESPONSES TO RECOMMENDATIONS AND SUGGESTED ACTIONS by Illinois State Board of Education and Governor

A review of the responses to the suggestions and recommendations given to the Governor and the Illinois State Board of Education reveals the following actions:

Governor:
- 1 Considerable progress

ISBE:
- 3 Considerable progress
- 2 Partial progress
- 4 Limited progress
- 3 Future implementation planned, as suggested
- 5 No activity

Total 17 (some suggestions and responses were in 2 parts)

DAVTE:
- 1 Recently initiated, as suggested

Follow-up

Report #5

ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION

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REPORT #5:
ACCESS OF TARGETED POPULATIONS TO QUALITY VOCATIONAL EDUCATION
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 TARGETED POPULATIONS

As demographic changes increase the portions of new workforce entrants who represent special needs populations, the need to provide programs and services to prepare these populations for employment remains a priority. Most of these groups have been traditionally underserved by vocational education. Making vocational-technical education accessible to special populations has been, and continues to be, the number one strategy for serving them.

New federal legislation, to be implemented in FY 92, increases the intensity with which these groups will be targeted. In addition, the legislation establishes requirements for measuring success. When success does not occur, state-level assistance must be provided.

During FYs 89, 90, and 91, the State Board and DAVTE have implemented a variety of special programs for special populations. Coordination with other agencies and with special education has been expanded.

Special attention has been given to the transition of special populations to the world of work. Assistance in making these adjustments is often crucial to their on-the-job success. Attention has also been given to assist the secondary student with smooth transition into postsecondary programs. Vocational educators serve on transition coordinating councils at the local level.

The General Assembly created some special programs for targeting potential dropouts and assigned funds and administrative responsibilities to ISBE. ICoVE has repeatedly suggested better coordination of these programs with vocational education. This has not occurred.

In several prior reports of ICoVE, the Council has urged the State Board to re-examine its role in the state's economy in preparation of the workforce and in maintaining that workforce. The Board has not responded. The most visible neglect resulting from the State Board's failure to re-examine its role is in the area of maintaining the workforce.

The State Board has provided limited, if any, leadership to the retraining, upgrading and revitalization of the existing workforce to be competitive in a highly technical, global marketplace. From ICoVE roundtables with business and labor representatives, the need to upgrade and retrain the workforce was reiterated repeatedly. In addition to skill competencies, considerable academic education is needed. The State Board must include the adult population in its access effort. (Disadvantaged adults are targeted in federal legislation.) To date, this has not been common practice.

Services for special needs populations have continued to grow. Efforts to reach populations most in need have increased. In-service education for faculty in how to work with special population groups has also expanded. The State Board is to be commended for its efforts at the secondary and postsecondary levels.

Community colleges are to be commended for their efforts to assist special needs populations as well. Community colleges provide financial assistance, extensive

remedial education, tutorial programs, and special programs directed to special needs. The student services available at most community colleges to offer special services on an individual basis are quite sophisticated.

In looking ahead for the impact of newly reauthorized federal legislation, the results should emerge from the basic considerations which are to be provided for special populations throughout their vocational education participation.

- equal access to recruitment, enrollment, and placement activities;
- equal access to the full range of vocational education programs;
- a least restrictive environment;
- coordination among vocational education, special education, and rehabilitation agencies for individuals with handicaps;
- information related to vocational education program opportunities, eligibility, specific courses, special services, employment opportunities, and placement.

In addition, special populations participants in targeted sites or programs will be provided with the following services.

- assistance to enter vocational education programs;
- assessment of special needs;
- supplementary services, including curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
- guidance, counseling and career development;
- services designed to facilitate transition from school to post-school employment and career opportunities.

The vocational-technical education community is urged to continue its efforts with special populations. As qualitative data become available through new reporting requirements, the information should be used for expansion decisions, and the most successful initiatives can be identified for replication.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Continue to emphasize access of vocational education programs and populations; monitor the results of those programs and services on both the individuals and the workplace. (Continued activity)	Access of vocational programs and populations continues to be a priority in the State of Illinois. It is one of the goals of the State Board policy on Education for Employment. The handicapped and disadvantaged students participate in vocational education; this continues to be a mainstreaming effort. Through postsecondary and regional monitoring activities for compliance with civil rights legislation and Vocational Education Support Services Application (VESSA) requirements, access to vocational education is closely monitored. Statistical information from the Vocational Education Data System (VEDS) and from final reports is used to monitor programs. Monitoring continues to provide quanitative data. The macro data system now under development will provide more qualitative information.

----------TO ILLINOIS STATE BOARD OF EDUCATION----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Determine education's role in helping to raise the educational achievement level of those 2,000,000 workers who need additional education by the year 2000. (No activity/nothing initiated)	ISBE has not addressed the issue of adult education in terms of the need to raise the education level of 2,000,000 adult workers by the turn of the century. As this need becomes more critical and needs assessment pertinent to the workforce is conducted, staff believe these adults may be targeted. State Board staff indicated to ICoVE that the effort needs to come from a partnership of vocational education, adult education, JTPA, and the private sector.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
----------TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS----------	
Give special attention and leadership to identifying and designing programs and services for special population groups. Consult the private sector throughout the process. (Partial progress)	Statewide in–service workshops are held three times a year to assist secondary and postsecondary personnel to identify and design programs and services to meet the needs of special populations. Periodically regional meetings provided by DAVTE staff help to in–service local program and service personnel for addressing the needs of special populations. The private sector has not been actively involved in planning programs at the state level. Some examples of involvement exist at the local level, but most are isolated instances.
Assume a leadership position in working to advance the educational achievement level of the existing Illinois workforce. Do this in cooperation with adult education leadership. (Partial progress)	The State Board has taken neither a leadership position nor a pro–active position to advance the educational achievement of the existing workforce. Funds for disadvantaged adult programs are channeled through the community college board to support programs at the community college. Most of the programs are short term, non–degree. Adults may take one course to up–date their skills, etc., or more, depending on the individual needs.
Give attention to identifying the results of the services and programs provided in the EFE plan for special needs students. (Partial progress)	DAVTE staff monitors on–site services and programs provided to students with special needs. Staff also assist regional systems and postsecondary agencies in conducting a self–evaluation of these programs and services. Both fiscal and program accountability is emphasized. Although staff monitor these programs regularly, most of the monitoring results in quantitative reports and compliance reports. Individual success stories of students are available. The availability of impact or qualitative information remain limited.

5.4

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Provide leadership for recruiting special needs populations at all levels. (Considerable progress)	DAVTE encourages information to be provided to special needs students and their parents at the 8th grade level to encourage participation in vocational education. New assessment requirements, including career interests, appear to have encouraged special needs students to enroll in vocational education. State and regional staff with special needs responsibilities assist local schools with recruitment activities. Efforts have been made to assist secondary and postsecondary personnel to offer transition programs to assist at-risk populations in making a smooth transition from secondary to postsecondary education. Articulation agreements between the two levels are beginning to reflect a more formalized approach to transition services. New data which will be required under the new Perkins legislation should reveal the effects of many of these efforts.
Coordinate services whenever possible to avoid unnecessary duplication, including services available outside of education. (Considerable progress)	Activities which have been initiated to avoid duplication of services include: • The Department of Rehabilitation (DORS), the ISBE Department of Special Education and ISBE Department of Adult, Vocational and Technical Education (DAVTE) have formalized a newly developed interagency agreement. This agreement encourages local interagency agreements that will reduce unnecessary duplication of services. • The departments of special education and vocational education within ISBE have worked together on transition projects and certification requirements. DAVTE staff participate on a transition task force and in in-service education conferences designed for special educators.
Continue incentives to encourage at-risk populations to remain in school or return to school. (Continued activity)	Incentives offered to at-risk populations include: • Assessment (to promote proper placement) • Individual Career Plans (ICPs) • Tutors • Interpreters • Specialized materials (adapted to individual needs) • Transition services • Work experience programs • Lab fee/supplies

----------*TO REGIONAL DELIVERY AND COMMUNITY COLLEGE SYSTEMS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	DAVTE has developed a brochure and handbook to facilitate transition planning and services for disadvantaged and limited–English–proficient students. This is a commendable effort.
Use in–service education to assist faculty working with special needs students to better understand students' needs and how to fill the need. (Considerable progress)	DAVTE staff provide in–service education to regional special needs coordinators who in turn provide in–service education to administrators, counselors, vocational education and special education teachers. A major thrust for FY 91 was in–service education for teachers concerning teaching strategies such as cooperative learning, content reading, and learning styles. A statewide Linkage Conference was funded in FY 91 by the Department of Rehabilitation (DORS) and the special education and vocational education departments of ISBE. DAVTE staff presented workshops at numerous statewide meetings, including Chapter 1, Special Education, DORS, Department of Mental Health/Developmental Disabilities (DMH/DD) and Department of Corrections (DOC). DAVTE sponsored five seminars in conjunction with the Illinois Vocational Association (IVA). The seminars covered issues related to working with special needs. In addition to faculty, administrators also participated. Seminar topics included: • Serving minorities • Learning styles of students • Changing family structures • Improving the self–image of target populations • Placing graduates of vocational programs with employers, particularly at risk students.

Newly adopted federal legislation for vocational education places its primary emphasis on special populations. As funds are targeted to programs serving these populations, the State Board, in concert with local programs, will need to seek answers to some of the following:

1. What are the most efficient and effective programs and strategies for serving economically disadvantaged students? . . . Handicapped students? . . . Single and teen parents? . . . Potential dropouts? . . . Limited–English–proficient participants? . . . Dislocated workers and displaced homemakers? . . . The incarcerated?

2. What role can the private sector play in helping to serve targeted population groups having special needs? . . . What role can community groups play? . . . How can a smooth transition to work or continued education be assured?

3. Are state and federal agencies and programs continuing to coordinate efforts at the state level? . . . How coordinated are local efforts?

4. Are schools aggressively seeking ways to serve the current workforce? . . . To upgrade worker skills? . . . To improve their academic competencies? . . . To provide needed instruction related to advancing technology? . . . Is the school or industry-setting the most cost-effective? . . . Which provides the most effective training? . . . What barriers prohibit access of adults?

5. Do schools see a role in working with adults already in the workforce? . . . Do school boards/district boards of control see a role? . . . Administrators? . . . Teachers?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS

by ISBE, Regional Delivery Systems and Community College Systems

A review of responses indicates the regional delivery systems and community college districts have made progress in all of the areas suggested.

ISBE

- 1 Continued activity
- 1 No activity/nothing initiated

Total 2

RDS/CC

- 1 Continued activity
- 3 Considerable progress
- 2 Partial progress
- 1 No activity/nothing initiated

Total 7

Follow-up

Report #6

EVALUATING VOCATIONAL EDUCATION PROGRAMS

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REPORT #6:
EVALUATING VOCATIONAL EDUCATION PROGRAMS
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 EVALUATION ACTIVITIES

The Illinois State Board of Education has been in the process of developing a new evaluation system to replace Illinois' Three-Phase System which served the State well for over a decade. As reauthorization of federal vocational education legislation began to take shape, it was evident that its requirements for evaluation might differ significantly from prior legislation. Because of this, activities on the new system were put "on hold."

The system which had been under development was being designed as a computer-based self-evaluation system using "indicators" or "red flags" to signal possible program weaknesses. Like previous evaluation systems, it was concerned with process, but it was also result- or outcome-oriented. The system called for the development of a local plan to correct problems and improve weak areas of the existing programs.

Many of the components designed for the evaluation of Illinois' vocational programs prior to reauthorization will be useful in the design of the new evaluation called for by the 1990 amendments.

Section 117 of P.L. 101-392 requires an annual evaluation based on statewide core standards and measures of performance. The evaluation process is to be designed so as to include participation of individuals who represent members of special populations. The review and evaluation is to:

1) Identify and adopt strategies to overcome barriers which result in lower rates of access, to or success in, programs by special populations;
2) Evaluate the progress of special populations in vocational education.

Also to be evaluated is how effectively vocational education provides its participants with strong experiences in vocational education and an understanding of all aspects of the industry the students are preparing to enter.

When the evaluation finds that students are not meeting the established standards and measures, the institution or program must develop a plan including strategies for making the program effective. Provisions call for further improvement by a joint state and local plan if the local entity cannot attain adequate approval.

The evaluation system remains in the developmental stage. Illinois has a good start and expects to be able to tap already-developed materials to finalize a new system to meet requirements of the new legislation.

6.2

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Implement an evaluation system which has the potential to provide quality Education for Employment programs to assist in preparing and maintaining a quality workforce. (Considerable progress)	Testing and development of the evaluation system has continued. The system design is computer-assisted and will be able to assess outcomes. Information will be useful in planning for program improvements needed to assure a quality workforce and for the implementation of the improvement plan as called for in reauthorized legislation.
Include in the State Board's Annual Report Card the outcome of student successes in vocational education by indicating the percent of the graduates gaining employment in the occupational field of preparation, the average wage at initial employment, follow-up of employment retention, upgrading, or new job skills for retaining employment, advancing in employment, or meeting workforce needs. (No activity, Nothing initiated)	To date, the State Board's Annual Report Card has not included outcome information about vocational education. ICoVE continues to encourage this initiative. At roundtable discussions with representatives of the private sector, ICoVE learned that business and labor support the accountability of vocational education in the State Board's Annual Report Card. The report will be able to incorporate vocational education's success in meeting performance standards as well.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
A philosophy promoting an evaluation system designed to be used at the local level for self-improvement should be favored over one that emphasizes federal/state mandates. (Completed satisfactorily)	The evaluation system being developed uses a self-evaluation process and identifies areas for improvement. Federal legislation moved toward the use of performance measures. Performance measures can be integrated into the system to provide for both program improvement and reporting of federal mandates.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
To ensure the integrity of the new system, checks and balances will have to be provided to verify the accuracy of "indicator" information collected and analyzed by secondary regional system and community college personnel. (Considerable Progress)	A macro data reporting system will provide a check and balance system for verifying the accuracy of the "indicator" information collected and analyzed. The indicator information will indicate whether or not standards are being met. This will then be aligned with performance measures and impact data. Since reauthorization, some information to be generated by the new evaluation system will be altered to performance standards in lieu of "indicators."
The new evaluation system should be designed to address all federal/state requirements (ISBE/DAVTE, ICCB, and IBHE) for evaluating vocational programs at community colleges. (Considerable Progress)	In developing the evaluation system, project directors have coordinated developmental activities with DAVTE and ICCB staff. In addition, the directors have closely followed reauthorization of federal legislation in order to incorporate new trends and concepts. The project will develop the system to incorporate requirements for core standards and measures as set forth in reauthorized legislation.
The evaluation system and its ultimate effect on state and local program improvement should be closely linked with other State Board services, e.g., program improvement projects, training, alternative programs. (Partial progress)	The system was being designed to provide information useful in program improvement. Part of the process incorporated the identification of strategies appropriate for improving weaknesses in existing programs. Under reauthorized legislation, this will be changed somewhat. The evaluation system will need to provide for a program improvement plan to be developed and implemented when a program fails to meet the standards and goals set for it. This approach, i.e. using a program improvement plan, is not a new concept in the Illinois evaluation process. It was also part of the three-phase evaluation implemented in the mid '70s. The new "improvement plan" requirement will not "kick in" until a local institution has gone through a complete three-year planning phase.

6.4

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
The system should be a measurable outcome of student performance in successfully obtaining and maintaining a job in the field for which the occupational preparation was provided. (Considerable progress)	The evaluation system under development provided for follow up of measurable outcomes of student performance. Examples include placement, wages, employer satisfaction, and student satisfaction. These performance standards are closely aligned with outcome measures described in reauthorized legislation.
The evaluation system should be easy to implement and conduct and take a minimal amount of time. (Considerable progress)	The new evaluation system is computer-based to ease the data burden. The system is thorough, but efficient. Plans are to make the evaluation system compatible with the new macro database so that information can be easily merged, thus making it as time efficient as possible.
A system to train regional system, community college, university, and state agency personnel should become part of the process for effective use of the evaluation system. (Future implementation planned)	A plan for providing in-service education about the new evaluation system has not been developed. DAVTE staff project the need for "briefing sessions."
In addition to the recommendations and suggested actions for evaluating local programs, ICoVE encourages the State Board of Education to establish an internal evaluation system which would address its plan for Education for Employment. (Recently initiated as suggested)	The Department of Adult, Vocational and Technical Education is currently preparing a self-assessment of progress made toward the achievement of department goals. The report is being prepared by ISBE. Part of the self-assessment report will include suggestions for policy revisions and new administrative policy deemed appropriate from the department's study.

As DAVTE, ISBE, and ICCB make final decisions about the evaluation or assessment of vocational education's ability to meet standards of performance, they may want to consider some of the following:

1. To what extent will the State's vocational-technical education goals be measured? . . . The performance standards? . . . Regional or district goals?

2. Will the assessment of performance standards provide information for local program improvement? . . . For planning? . . . For decision making?

3. In the assessment of performance standards, how will the private sector be involved? . . . Will assessment results be reported to the public? . . . If so, how?

4. How will performance standards be modified? . . . Will the private sector be involved in establishing standards? . . . In suggesting modifications? . . . In follow-up activities?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS

by Illinois State Board of Education

Although the evaluation of vocational education programs under reauthorized legislation cannot be completed until the core standards and measures are established, prior efforts to develop a new system will be helpful. Progress includes:

To ISBE

- 1 Completed satisfactorily
- 5 Considerable progress
- 1 Partial progress
- 1 Future implementation planned
- 1 Recently initiated as suggested
- 1 No activity, nothing initiated

10 Total

Follow-up

Report #7

PRIVATE-SECTOR INVOLVEMENT

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ICoVE's 1989-1990-1991 Report

REPORT #7: PRIVATE-SECTOR INVOLVEMENT Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PRIVATE-SECTOR INVOLVEMENT IN VOCATIONAL EDUCATION

Increased participation of commerce, industry, and labor in the educational process has been suggested as a strategy that would have considerable impact on the quality of our educational system. When the private sector began saying that education was not providing the skills and knowledge needed by today's workforce, educators turned and asked, "What should we be teaching?"

ICoVE's study of business and labor needs has been closely followed by DAVTE staff. Staff indicate that ICoVE's findings will be useful in developing the state's plan for vocational education. Of particular interest are the private-sector needs for basic skills and occupational skills and the level of skill standards essential for today's workplace.

For nearly a decade, dialogue has raised numerous issues, i.e., appropriate role of education, the private sector role in education, authority, funding liability. Soon it became apparent that public education and the private sector did not always "speak the same language." The question of who is responsible for determining curriculum content has often been asked. Even though the vocational education community had, for over seven decades, alluded to being advised by the private sector, the extent to which it had actually sought and used private-sector input became questionable. Teachers and administrators alike have admitted skepticism about too much involvement of the private sector.

At the state level, DAVTE staff have encouraged private-sector involvement. DAVTE has provided some in-service education about "how to," "why," and so forth, but no large-scale plan or organized sets of strategies about how to work effectively with the private sector have been identified. The State Board itself has not adopted policies relevant to education-private-sector partnerships. The State Superintendent has appointed a business-education partnership council to advise him regarding K-12 education, which presumably could include vocational education.

The overall use of the private sector at the local level to advise and provide input to local programs varies throughout the state. Community college use and success of involvement with the private sector exceeds that of the secondary level. Colleges have formed more partnerships. Their faculties are more involved than secondary teachers. Efforts are more likely to result in new programs and training sites. This is also true about specific involvement with organized labor.

The private sector has indicated it generally does not receive feedback about how its advice and input is used by education. Community colleges report feedback to their advisors on a scale of 0=none, 4=extensive as a mean of 2.18; secondary reports a mean of 1.8.

Active involvement with organized labor remains somewhat limited to isolated places and programs. Apprenticeship programs provide the best model for labor-education

partnerships. Efforts to expand apprenticeships are being made.

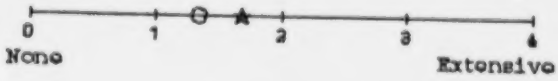
Although involvement of vocational-technical education with the private sector has not yet peaked, it appears the community college system has had more success than the secondary. Through planning grants for tech prep or articulation agreements with secondary regional delivery systems, the community colleges must work more closely with secondary personnel to enhance their skills for working with the private sector.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Require and monitor increased involvement of the private sector at all levels of Education for Employment, including programming, program content, delivery, job placement, and communication with the public, i.e. involve teachers/instructors, guidance counselors, administrators/deans, board of control.	DAVTE has monitored regional system activities related to the level of activities pursued by advisory councils and the JTPA coordination agreements. Technical assistance has been provided when private-sector involvement appeared inadequate. No formalized initiative was undertaken. DAVTE involved the private sector in focus groups organized to help establish long-range goals for vocational education. DAVTE encouraged private-sector involvement through publications, seminars, workshops, and in-service. ICoVE assessed the community college deans and regional system directors to ascertain activities undertaken at the grassroots level to increase participation with the private sector. Responses are noted throughout this section.
(ISBE - Limited progress) (DAVTE - Considerable progress)	The ISBE has no formal policy for private-sector involvement with the total educational enterprise. Some direction from the Board itself would be beneficial, not only to vocational education, but to the pre K-12 system also. Such a policy would enhance more active coordination between academic and vocational education, particularly as the two programs must work together to integrate the subject matter.
'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
ACTIONS AND RESPONSES BY THE RDSs and CCs	
Target technical assistance to RDSs and community colleges having limited involvement and success with the private sector.	DAVTE consultants, including RVAs and IMC staff, provided technical assistance to regional delivery systems using "the most in need" for determining priorities. The most in need were selected from results of the regional plan review. The community college deans and regional delivery system directors rated the extent that the State Board provided technical assistance in working with the private sector. Average ratings on a scale 0=None to 4=Extensive were:
(Partial progress)	

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS

o RDS – 1.35 mean (.76 s.)
* CC – 1.69 mean (.78 s.)



Source: ICoVE survey of CC deans and RDS directors

In reviewing CC deans' and system directors' responses to the ICoVE questionnaire items which follow, it is clear that vocational education has not mastered the task of developing and/or working in partnership with the business community. DAVTE has provided technical assistance. The assistance may have lacked specific target goals. Local recipients of the assistance did not rate it as particularly useful. DAVTE should review the assistance package to assess how it could be strengthened. Leadership in this area is needed.

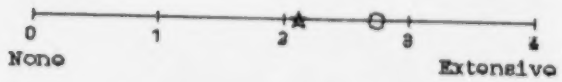
Communicate vocational education's need for private-sector input.

(Partial progress)

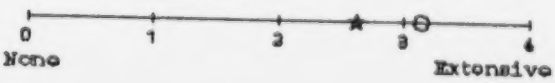
When asked the extent to which they had communicated the need for private-sector input to their faculty/staff and the private sector, the responses were:

Scale: 0=None to 4=Extensive

o Faculty/staff – 2.74 mean (.76 s.)
* Private Sector – 2.12 mean (.82 s.)
RDS



o Faculty/staff – 3.14 mean (.58 s.)
* Private Sector – 2.62 mean (.76 s.)
CC

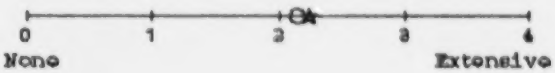


Source: ICoVE survey of RDS directors and CC deans

Both the secondary level and the community colleges expressed their need for private-sector involvement more to their faculty and staff than they did to the private sector.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Design strategies to provide faculty greater opportunities for direct involvement with the private sector. (Considerable progress)	ICoVE asked the community college deans and regional delivery system directors if they had designed strategies to provide faculty opportunities for direct involvement with the private sector. Seventy-five percent of the regional delivery system directors and 91% of the community college deans indicated they had designed strategies. They rated the success of faculty involvement on a scale of 0=None to 4=Extensive as follows:

o RDS – 2.14 mean (.69 s.)
* CC – 2.23 mean (.80 s.)



Source: ICoVE survey of RDS directors and CC deans

In additon to strategies for faculty, administrators need to receive assistance in working with the private sector also.

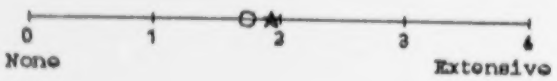
Although extensive efforts were made to provide opportunities for the faculty and staff to get involved with the private sector, the deans and directors were not particularly pleased with the success. The reasons are unknown but perhaps because results of the involvement listed appear to be traditional activities of faculty with the private sector. The deans and directors may have been seeking more innovative results.

Results of faculty involvement:

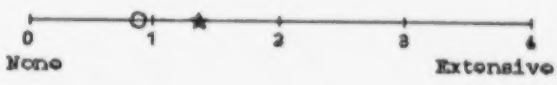
Regional Delivery System
- Staff involvement in selection of advisory council members
- Partnerships
- Updated curriculum
- Class speakers
- Equipment
- Field trips
- VIP experiences

Community College
- Improved curricula
- VIP experiences
- Advisory committee relationships
- Customized training programs
- Equipment donations

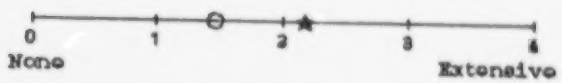
----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Develop suggestions for involving various segments of the private sector with vocational education. (Limited progress)	Sixty-nine percent of the regional delivery system directors and 68% of the community college deans responding to the survey received suggestions from the State Board for ways to involve the private sector with vocational education. Respondents rated the usefulness of the suggestions as follows: Scale: 0=None to 4=Extensive o RDS – 1.75 mean (.49 s.) * CC – 1.93 mean (.78 s.)  Most useful suggestions cited included: Regional Delivery System • Advisory committees • Utilize public-sector resources and expertise for workshops • Encouragement to solicit donations • Advisory council handbook • Involve board in selection for top management Community College • Media advertising • VIP • Material on the function of advisory committees • Involving representatives in program evaluation Approximately two-thirds of the deans and directors indicated they had received suggestions about how to involve the private sector. The wide range of responses to the "most useful suggestions" suggests that the process was not a formalized process. The low rating may suggest, in many cases, that suggestions given were not the product of a strategy assessment or formalized plan for involving the private sector. Source: ICoVE survey of CC deans and RDS directors.
Request involvement of labor when partnerships are formed at the corporate level. (Limited progress)	At the state level, the most prominent involvement of labor has been membership on the Illinois Apprenticeship Steering Committee. State staff participated in and encouraged local representation at the Statewide Apprenticeship Conference.

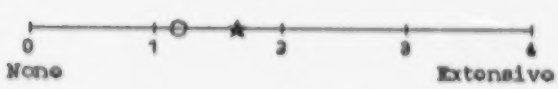
----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Community college deans rated the extent to which the college was involved with organized labor over the past two years. On a scale from 0=None to 4=Extensive the average rating was 1.62 (s. = .91) College deans have tried to increase labor involvement by: • personal contact • customized training • expanded apprenticeship programs • advisory committee membership • special programs/courses Regional delivery system directors rated their region's involvement with organized labor on a scale from 0=None to 4=Extensive. The average rating was .99 (s. = .81). System directors have tried to increase labor involvement through: • apprenticeship programs • advisory committee meetings • personal contact • attending PIC • involvement at regional workshops • joint programs with UAW The involvement of labor at the state and local levels continues to be limited.
Work directly with labor, particularly organized labor, to plan private-sector involvement with vocational education. (Limited progress)	State staff and the Illinois Apprenticeship Steering Committee have both worked actively with ICoVE's study of apprenticeship programs in Illinois. Regional system directors and community college deans were asked to rate the extent to which their college or region meets with organized labor. Their responses on a scale from 0=None to 4=Extensive were: o RDS - .89 mean (.87 s.) * CC - 1.38 mean (.81 s.) 

----------ACTIONS AND RESPONSES BY THE RDSs and CCs----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	Regional directors cited the following examples of success with labor: • Advisory committee involvement • Students in apprenticeship programs • Successful task list verification • Business and industry career fairs • New training programs • Extended campus sites Community college deans listed the following examples of success with labor: • Apprenticeship programs • Dislocated worker agreement with labor • Program development • Customized training courses • Career days • Advisory committee involvement Both the secondary and postsecondary levels have had success with labor through advisory council involvement, apprenticeship programs, career days, and program/curriculum development. It was evident that involvement with labor occurs in isolated locations. It appears that in most instances of labor involvement, success resulted, thus reiterating that labor will work with us and when they do, it works.
Provide feedback to the private sector regarding the use of their input. (Partial progress)	State staff have provided private-sector members of state technical committees with copies of task lists developed by the committees. Regional systems directors and community college deans must provide copies of task lists to the private-sector representatives who helped develope l them. Feedback is critical to continued partnerships. The private sector often states that they would like to have feedback about what happened as a result of their input. When asked to describe the extent of feedback from the college or region to the private sector, deans and directors indicated: Scale: 0=None to 4=Extensive o RDS – 1.48 mean (.96 s.) * CC – 2.18 mean (.73 s.) 

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	At the community college, private-sector input has resulted in: • Curriculum changes • New program development • Equipment acquisition • Workshop and seminar design • Building renovation planning Private-sector input to regional delivery systems has resulted in: • Curriculum modifications • Equipment purchases • News releases Source: ICoVE survey of RDS directors and CC deans By their own admission, local deans and directors indicate that they have not been particularly prudent in providing the private sector with feedback. Curriculum and equipment were the two areas in which private sector input was most often used.
Involve the private sector in designing ways to identify program results and outcomes. (Future implementation planned, as suggested)	Little use of the private sector in identifying program results and outcomes has occurred. DAVTE has closely monitored ICoVE's study of private-sector needs. The outcomes and results described by business, industry, and labor have been of particular interest to DAVTE. Dr. Miguel has indicated interest in using the study as a springboard for identifying performance measures, outcomes, etc. Through an ICoVE survey. community college deans and systems directors identified strategies they have used to involve the private sector in identifying the results and outcomes local programs should achieve. ICoVE has suggested that the private sector be involved in designing ways to identify program results and outcomes, as well as determine what these outcomes should be. Community college deans and regional system directors rated the extent to which this has occurred. On a five-point scale 0=None to 4=Extensive, average ratings were: o RDS – 1.19 mean (1.01 s.) * CC – 1.65 mean (.97 s.) 

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	Regional directors cited private-sector involvement in: • Advisory councils • Task list verification • Business/education articulation meetings Contributions by the private sector according to the directors included: • Task list verification • Program and course development • Facility design • Local advice Community college deans cited activities involving the private sector: • advisory committees • development of new programs • task analysis • EFE planning process Contributions of the private sector included: • Equipment • Curriculum input • Employment of graduates ICoVE asked the deans and directors to identify barriers which make private-sector involvement difficult. Their responses varied. The most frequently cited barrier to private-sector involvement for regional delivery systems was – TIME! Other barriers were: • strategies to make involvement meaningful • resistance from administrators • funding • difficulty in getting labor involved Only three deans cited barriers. Two deans listed time as a barrier; while one dean cited lack of a knowledge about the benefits of partnerships as a barrier. Source: ICoVE survey RDS directors and CC deans
Use materials such as *WORKPLACE BASICS: SKILLS EMPLOYERS WANT* and *BUILDING A QUALITY WORKFORCE* to identify skills needed in the workplace. Incorporate these into curricula. (Limited Progress)	ICoVE asked the extent to which regional delivery system directors and community college deans were familiar with materials such as *WORKPLACE BASICS: SKILLS EMPLOYERS WANT* or *BUILDING A QUALITY WORKFORCE* and the extent to which these materials had been incorporated into the curriculum. ICoVE learned: Scale 0=None to 4=Extensive

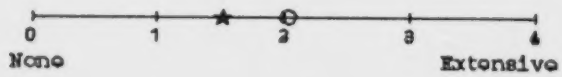
7.10

----------*ACTIONS AND RESPONSES BY THE RDSs and CCs*----------

'87–'88 SUGGESTED ACTIONS

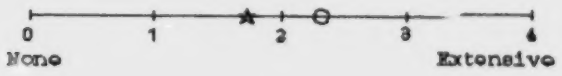
'89–'90–'91 FOLLOW-UP ACTIONS

o Familiarity – 2.03 mean (1.06 s.)
* Incorporation into curriculum – 1.52 mean (1.02 s.)
RDS



Of the directors 7 (13%) indicated no familiarity with the materials.

o Familiarity – 2.31 mean (1.00 s.)
* Incorporation into curriculum – 1.73 mean (.88 s.)
CC



Two (6%) of the deans indicated they were not familiar with the materials.

Source: ICoVE survey of RDS directors and CC deans

Several questions surface when discussing issues related to private-sector involvement in vocational technical education at the local level, as well as ways in which the state can use their input.

1. What is the primary reason efforts to involve the private sector have not been as successful as anticipated? . . . What are the most successful ventures? . . . How can the apparent fear of administrators to involve the private sector be alleviated?

2. How well do educators articulate their needs to the private sector? . . . Do educators fully comprehend the workforce needs?

3. Can a specific plan of strategies for creating successful partnerships be designed? . . . Is in-service education regarding effective use of private sector involvement still needed? . . . Are educators serious about such involvement or only giving it lip service?

4. How clearly does the private sector articulate its needs at the local level? . . . Can state-level identification of workplace needs be appropriate at the local/regional level?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS
by the ISBE, Regional Delivery System and Community Colleges

Although the recommendations and suggestions were made to the State Board, the regional systems and systems of community colleges initiated several activities. Because these responses ultimately represent where the action must occur, ICoVE assessed the RDS and CCs.

ISBE
- 1 Limited progress

CCs/RDSs
- 4 Limited progress
- 2 Partial progress
- 1 Considerable progress
- 1 Future implementation, as suggested

Total 8

DAVTE
- 1 Considerable progress

Follow-up

Report #8

IMPROVING VOCATIONAL EDUCATION QUALITY

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ICoVE's 1989-1990-1991 Report

REPORT #8:
IMPROVING VOCATIONAL EDUCATION QUALITY
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 IMPROVING VOCATIONAL EDUCATION QUALITY

The assessment of quality in vocational education programs is difficult. In its 1986-87-88 reports, ICoVE reiterated repeated statements about the lack of result data, information about impact, and accountability. As a result, ICoVE could only target processes being used and, at best, speculate what process strategies might enhance quality.

Among its suggestions to the State Board for enhancing quality, ICoVE included developing and providing leadership for program improvement strategies, professional development initiatives, improved communications with regionals and districts, increased attention to labor force needs and labor market information, clarity of role and mission, more input from the private sector, and more priority to maintaining a quality workforce. ICoVE also requested that the State Board carefully assess the results of each activity in order to have information about the impact which could be used for future planning.

Long-range planning during FY 91 by DAVTE has resulted in a set of state goals toward which local and regional systems may direct their efforts. The statement identifies outcomes for student achievement. Assessment of achievement will provide the state with information about the quality of its vocational-technical education programs. Areas for outcomes include:

- Occupational competence
- Academic achievement
- Employment
- Educational attainment
- Economic competitiveness
- Access and equity

Staff of the State Board were quick to acknowledge the lack of qualitative information to determine the impact of programs on student performance. In FY 90, DAVTE released an RFP (request for proposals) to develop a macro data system which could tie together many of the state's data collection for financial and enrollment information.

The macro data base is being designed to include competency performance, academic achievements, performance measures, including placement, retention, wages, and other follow-up data. The system will be phased in with an implementation projection of FY 93. ICoVE commends the State Board for undertaking this project.

New federal legislation also requires a change in the kind of information collected. Legislation places considerable attention on performance standards, student performance, academic achievement, and job placement, to name a few. The macro system will be crucial to implementing evaluation requirements of the new Perkins Vocational and Applied Technology Act.

Federal funds for program improvement under newly reauthorized legislation will greatly curtail the magnitude of program improvement projects to which Illinois has become accustomed. Most funds will be used to improve programs which target special needs populations. Funds for program improvement of the mass of vocational education will not be available, except for the integration of academic and vocational education. Illinois may wish to carefully identify its program improvement needs to determine if state funds will be needed. Sunset legislation for specific improvement priorities might be a viable option.

8.2

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Provide state leadership for full implementation and fine tuning of the Education for Employment Policy and administrative plan so that once in place, the system will provide an articulated, well–defined mechanism for ongoing program improvement and responsiveness to the existing and future workforce needs. (Limited progress)	The State Board lacks jurisdiction at the local level. However, a mechanism can be put in place to facilitate program improvement. The macro data system may provide information which could be used to determine needs for program responsiveness and program improvement. New legislation targets quality vocational education, thus requring increased attention to program improvement. During the past year, DAVTE has been working toward identifying measures of performance and quality.
Identify program results to determine the extent to which program quality and efficiency exist. (Future implementation planned)	The macro data system currently being developed will combine evaluation information with other data elements. With reauthorization of federal legislation standards, performance criteria will become part of the evaluation and data collection process. These additional pieces of information will help to identify program results in terms of quality and efficiency. Attempts to measure whether or not worker productivity or worker skills are improved as a result of vocational education participation have not occurred. However, the new MACRO information system will incorporate follow–up information such as job placement and advancement. These should address skills. A good method of measuring worker productivity has not been devised; however, a component of productivity, adapting effectively to change, has been identified as a measure of competitiveness.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Develop a plan for program improvement to provide leadership and clear direction for regional and district efforts and identify the desired results. (No activity/nothing initiated) (Redirected activity satisfactorily)	DAVTE has not developed a plan for program improvement to provide leadership and clear direction for regional and district efforts, but it did sponsor and provide funds for several program improvement initiatives: • training sessions for regional delivery system directors and community college deans (3–4 annually), • special training sessions for new systems directors, • regional vocational administrators (RVAs) providing one–on–one consultation to new system directors, • a "buddy–system" or mentoring approach has been established to assist new directors,

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	• advisory groups to provide leadership at the local or regional levels.
	Through the annual review of the local application, programs are reviewed annually and a program improvement plan is developed for each system.
	DAVTE has given a great deal of attention to keeping the vocational education community apprised of reauthorized legislation and its forthcoming impact on districts and systems. DAVTE has also involved the grassroots in establishing goal areas for Illinois through participation in its focus groups. This "forward thinking" approach has helped to alert regional and district administrators of future program improvement needs for inclusion in their local plans.
	The University of Illinois initiated an Institute of Administration and Leadership Development which now has a two-year success rate. The Annual Rupert Evans Symposium focused on leadership in 1990. The symposium is an activity of the University of Illinois. Funds from the Perkins Act are used to provide partial support.
Clearly focus state-level efforts so the grassroots can visualize how state and local efforts accomplish compatible missions. (Considerable progress)	DAVTE has exerted effort to apprise the grassroots level of state direction as it relates to localized initiatives. During FY 90 a series of focus groups were conducted by DAVTE to gain input into needed directions for Illinois' initiatives. The announcement of available tech prep planning grants provided a clear message to the grassroots concerning new directions. The State Superintendent has reiterated the State Board's support of tech prep on numerous occasions. The newly authorized federal Act for vocational education includes requirements which will assist the State Board in delineating direction for future vocational education initiatives. DAVTE has been assertive in keeping local personnel apprised of anticipated changes resulting from new legislation.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Use a task force to help identify state-level program improvement activities which would be useful to the RDSs and community colleges in meeting their program improvement needs as part of the State's plan. (Redirected activity satisfactorily) (Considerable progress)	A major activity of the Department of Adult Vocational, and Technical Education during the past 18 months has been the conduct of focus groups to obtain input on the next state plan and to validate program area targets. Over 250 people participated, including both public– and private–sector representatives. Following the focus groups, staff prepared an input survey (based on the focus groups) to solicit additional input. Several suggestions for program improvement were gathered. The University Council on Vocational Education in Illinois (UCVEI) identified program improvement needs, particularly those related to staff development needs. UCVEI relayed suggestions to DAVTE staff. UCVEI was instrumental in establishing scholarships for minority students entering teacher education programs. The UCVEI is currently identifying research needs for Illinois. Several task forces have been established by DAVTE for special programs/initiatives such as sex equity, guidance and counseling, and administrative leadership. The Administrative Advisory Council was appointed to work with DAVTE leadership to help identify program improvement needs. They have identified 9 goals toward which future efforts will be targeted. In addition, an RDS Directors Leadership group has been established to focus on RDS needs for program improvement.
Collect placement and longitudinal follow–up data for planning and assessment purposes. (Partial progress)	Placement information will become part of the state's new macro data system. No plans have been made to conduct longitudinal follow–up. However, the system will accommodate short–term progress, particularly progress in academic achievement.
Incorporate all vocational education participation and result data into one data system in order to present an all–encompassing profile of vocational education programs, services, and activities including accompanying results. (Partial progress) (Future implementation planned)	Participation information and performance standards measurements will be incorporated in the new macro data system. This will allow vocational education to report the impact of programs on participants. The macro system will be phased in over the next two years.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Streamline processes wherever possible to extend limited program improvement resources needed for meeting priority needs of the community college districts. (Considerable progress)	An administrative advisory committee composed of RDS directors was created by DAVTE for the purpose of advising about requirements of the regional systems. One activity undertaken by the group has been to review paperwork. Community college districts have not been directly involved, but may have benefitted indirectly. ICoVE asked community college deans and regional system directors if reporting processes and paperwork had been streamlined during the past two years. Eighty–six percent of regional directors and eighty percent of the deans responding indicated that processes and paperwork had not been streamlined. Areas Identified for Further "Streamlining" <u>Regional Delivery System</u> • All paperwork • Homemaking application process • Curricular activities • The plan • VIMS • VEDS and claims • Program approval process • Projects • Qualifying at–risk student documentation <u>Community College</u> • Reports • Grant application • Accounting procedures • Number of special contracts for Carl Perkins funding Those respondents who indicated that "streamlining" had taken place in the past two years cited the following examples. <u>Regional Delivery System</u> • No quarterly reports for some grants • VEDS and claims report • VIMS • EFE plan easier to submit • Single grant application <u>Community College</u> • Reduction in plan paperwork • Implementing of grants • Semi–annual rather than quarterly reports for grants Source: ICoVE survey of RDS, CC, & SDA

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Conduct a thorough assessment of efforts and results in RDSs and community colleges pertaining to services for the adult population regarding upgrading, retraining, maintaining, or developing occupational skills. Use the results as a basis for developing a plan to enhance vocational education's programs for this population and evaluate the impact.	The State Board has not assessed efforts of the RDSs or community colleges concerning programs and services to maintain a quality workforce by serving the adult population. The State Board has not conducted an assessment of services for adults. Staff is attempting to form an advisory group of community college administrators to advise on issues pertaining to community college programs. An assessment of services and needs may serve as an effort needed since the majority of adult services are provided through community colleges. In a survey of system directors and deans, ICoVE inquired about some of these services. The questions asked are followed by the responses.
No activity/nothing initiated	"Which of the following types of programs are provided for the adult workforce in your region/college?"

Frequency of Responses

	RDS	CC
Upgrade current skills	26	29
Retrain current workforce	17	28
Maintain current skills	11	26
Develop/customize programs	10	27
Enhance basic skills	19	29
Provide apprenticeship support	6	12
None of the above	8	0

Others:

Regional Delivery System	Community College
Activities handled by community college	ESL (English as a second language)
Teen parent programs	GED
Literacy	ABE (Adult basic education
High school credit	Tutoring
ESL (English as a second language)	ALIVE
	Mandated health & safety training
	Dislocated worker
	Testing & counseling
	Internships
	JTPA programs
	Telecourses
	Union-supported instructional offerings for self-development

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Community college programs for adults are more extensive than those offered by the RDS. CCs provide a wider array of services and programs. Both systems offer programs for retraining, upgrading, and maintaining the workforce. Occupational skills, including technical skills, are also offered. CCs have a greater capacity to provide unique services to meet unique needs of adults.

"In what occupational skill areas are most programs for adults offered?"

The most frequently cited responses were:

Regional Delivery System	Community College
Business education	Automotive
Computer/secretarial skills	Secretarial
Agriculture	Computers
Industrial	Business
Health	Technical training
Machining and welding	Health
Auto body	Industrial
	Nursing

"Are other services, i.e., job seeking, counseling, assessment, provided for adult workers?"

	Yes	No
RDS	46%	54%
CC	100%	0%

The most frequently offered services included:

Regional Delivery System	Community College
Counseling	Counseling
Vocational assessment	Job placement
Financial aid	Assessment
Job seeking	Placement testing
Referral	Job seeking
Transition	Resume writing
Job skills course	Career planning
	Tutoring
	Comprehensive adult development

All community colleges responded that they have special services for adults; less than half of the RDSs provide the services. Those services provided are similar, but community colleges have more extensive services.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW–UP ACTIONS

"Which of the following do you provide in special programs for adult workers to enhance academic skills?"

Frequency of Responses

	RDS	CC
Math computation	17	26
Language arts, communication	12	25
Science	4	8
Computer literacy	20	22

The community colleges appear to make an effort to incorporate academic skills into programs. The RDS also attempts to include academics, but not as extensively as community colleges.

Regional directors and deans were also asked to address a series of questions on assessment of the needs of the adult workforce and the services provided by the region/college.

"To what extent do you believe you have assessed the needs of the adult workforce in your region/district?"

Scale: 0=None to 4=Extensive

	Mean	Std. Dev.
RDS	1.40	.99
CC	2.38	.68

"How are the results of programs/services for the adult workforce assessed?"

	RDS	CC
Formalized follow–up assessment	6%	10%
Informal follow–up assessment	33%	14%
Both formal and informal follow–up	21%	76%
No follow–up of results	40%	0%

Nearly all community colleges report they follow up adult participants. Less than 1/2 of the RDSs follow up adult participants. Both systems indicate that the primary assessments are the worker and employer interviews and surveys and changes in employment as a result of the program. Both groups are critical of the extent to which they assess adult worker needs.

"What criteria are used in assessment?"

Frequency of Response

	RDS	CC
Employment change	7	16
Pay increases	3	7
Promotions	2	10

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS

Employer survey/interviews	9	21
Worker/employee surveys/interviews	13	22
Competency testing	6	6
None of the above	3	0

Other:

RDS – Continued enrollment in courses offered
Requests from community

CC – Industry by industry analysis – conducted by our BII upon request

"To what extent has ISBE helped to assess the needs of adult workers?"

Scale: 0=None to 4=Extensive

	Mean	Std. Dev.
RDS	.84	.82
CC	1.31	.84

Source: ICoVE survey of RDS directors and CC deans.

ISBE has done very little to help the deans and directors to assess the needs of the adult worker.

Encourage expanding the VIP (internship) program to include all teachers and administrators in addition to vocational education staff.

(Partial progress)

Representative Gordon Ropp, ICoVE member, introduced legislation to provide internships for teachers and administrators in areas other than vocational education. Legislation passed the Illinois General Assembly and was signed by the Governor. To date, the bill has received no funding. The State Board supported the bill, but has made no concerted effort to assure its funding.

Continue to provide in-service education to the RDSs and community colleges for using labor market information in the selection and design of programs.

(Continued Activity)

In-service is provided to new RDS and community college personnel who need in-service about how to use the LMI in program planning and design. Periodically, in-service is provided to all RDS directors and CC deans when available LMI changes.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Strengthen and increase requirements for private-sector involvement in programs, services, and activities. (Redirected activity satisfactorily)	Requirements for greater private-sector involvement in programs, services, and activities have not occurred. State Board staff have provided technical assistance to those having minimal involvement with the private sector. Instructional Materials Coordinators provided in-service about how to work with advisory councils when their assistance was requested. The private industry councils (PIC) sign off on regional education for employment plans. Involvement of the private sector at the state level has increased. The State Superintendent has formed a Business-Education Advisory Council which is concerned with the total Illinois educational program, including vocational education. DAVTE increased the number of private-sector representatives involved in state deliberations at focus groups held throughout the state. In addition, DAVTE staff attended roundtable discussions of business, industry and labor conducted as part of ICoVE's study.
Establish a method to determine the extent to which vocational education is improving worker productivity and worker skills. (No activity/nothing initiated	The State Board has not developed a method or strategy to determine the extent to which worker productivity and worker skills are being impacted by vocational education. It should be noted that the new macro system will incorporate some information usable in accountability which will address economic competitiveness, measurement of quality of goals and services, worker productivity and cost-benefits of programs. These should provide some indication of vocational education's contribution. ICoVE inquired of RDS and CCs about methods they use in determining the effectiveness of their programs in terms of productivity and skill improvement. Some of these existing methods of measurement may be useful in building the state's system. Regional system directors and community college deans were asked to rate the extent to which the needs of the adult workforce in their region/district had been assessed. On a scale from 0=None to 4=Extensive, they responded: RDS: Mean 1.40, Std. Dev. .99 CC: Mean 2.38, Std. Dev. .68 The following indicates how the results of programs and services for the adult workforce are assessed in regional systems and community colleges.

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

	RDS	CC
Formalized follow-up assessment	6%	10%
Informal follow-up assessment	33%	14%
Both formal and informal follow-up	21%	76%
No follow-up of results	40%	0%

When asked to indicate the criteria used in assessing the results of programs and services, college deans and system directors responded:

	RDS	CC
Employment change	7	16
Pay increases	3	7
Promotions	2	10
Employer survey/interviews	9	21
Worker/employee surveys/interviews	13	22
Competency testing	6	6
None of the above	3	0

Other:

RDS

Continued enrollment in courses offered
Requests from community

CC

Industry by industry analysis - conducted by our BII upon request

Eighty-one percent for regional system directors felt that the programs and services offered to the adult workforce in their region improved productivity.

RDS Measures of Productivity Gains

- Employer comments
- Placement in the workforce
- Through college programs in working with industry
- Clearer knowledge of operation of computers

Ninety-six percent of the community college deans indicated that they believed programs and services offered to the adult workforce by their college had improved productivity in the workforce.

CC Measures of Productivity Gains

- Employer survey
- Working hours
- Employer and employee interviews
- Informal feedback
- Employment in field of training
- Increased introduction of new technologies & equipment into business & industry
- Worker confidence
- Requests for program continuation or additional program offerings

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Eighty-one percent of the system directors responding to the survey indicated that the programs and services provided to the adult workforce improved worker skills. Ninety-six percent of the community college deans indicated programs and services provided to the adult workforce had improved worker skills. Worker skills are measured by:

Measures of Workers Skills

Regional Delivery System	Community College
Employer comments	Pre and post assessment
Instructor evaluations	Employer feedback
Competency acquisition	Informal feedback only
Increased reading level	Job placement rates
Advisory council input that worker skills have increased	Employee feedback

Source: ICoVE survey of RDS, CC, & SDA

Continue to encourage use of private-sector facilities and equipment as a means of providing instruction on up-to-date equipment.

(Limited progress)

DAVTE encourages extension of classrooms into the workplace so that up-to-date equipment can be used.

The community colleges have better access to equipment and facilities of the private sector than the secondary RDSs do. Other results gathered indicate that community colleges have greater communication with the private sector and are more likely to have partnerships than the RDSs.

DAVTE has added incentives to the state funding formula for secondary programs which use the private sector of instruction, i.e. corporate campus.

The Illinois Council recommended to the private sector that they share their facilities and equipment in the workplace. Regional delivery system directors and community college deans were asked to rate the extent to which the private sector in their region shared facilities and equipment. The average ratings provided by each of the groups on a scale 0=None to 4=Extensive were:

	RDS		CC	
	Mean	Std. Dev.	Mean	Std. Dev.
Facilities	.91	.94	1.59	.96
Equipment	.89	.83	1.62	1.13

Source: ICoVE survey of RDS, CC, & SDA

Despite some initiatives, the use of the private sector as an extension of the classroom is limited.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Use information from follow–up data to help design appropriate retention mechanisms. (No activity/nothing initiated) (Redirected activity satisfactorily)	No follow–up designed to identify successful retention mechanisms has occurred. No data have been collected to determine what happens to "non–completers." However, community colleges will be collecting information in FY 91 as part of the evaluation process which will be useful for retention–related studies. The macro evaluation information will provide sequential enrollment data that may also be useful in the future.

As the macro data base is finalized, attention should be given to its ability to identify performance standards and align the results of various program components with the standards. By having needed information about what is making an impact, program improvement strategies can affect program quality.

1. Are performance standards clearly stated? . . . Are expected outcomes defined? . . . Does a clear profile of quality programs emerge?

2. Do teachers understand how to use information to improve the quality of their programs? . . . Are teachers fully apprised of these programs? . . . Is in–service education available to them?

3. What impact has the VIP internship had on classroom content? . . . On teaching methods?

4. How can the private sector become more effective working with vocational and technical education programs? . . . What benefits can vocational education provide to the private sector?

5. Does the education system have a role in maintaining a quality workforce through upgrading and training programs? . . . Who should assume the major responsibility? . . . What special services do adults need? . . . How should adult program effectiveness be measured?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

Although most of the suggestions were directed to ISBE, many were initiated or completed by DAVTE staff. The role of education in maintaining the workforce and serving the adult population continues to go undefined by ISBE.

ISBE

- 1 Limited progress
- 3 Partial progress
- 3 Considerable progress
- 2 Future implementation planned
- 3 Redirected activity, satisfactorily
- 4 No activity/nothing initiated
- 1 Continued activity

Total 17

Follow-up

Report #9

ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY

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REPORT #9: ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ACADEMIC FOUNDATIONS AND APPLICATION OF TECHNOLOGY

The vocational education community has continued to focus on academic foundations and application of technology. Little attention has been given to the application of academics by the academicians themselves except when initiated by vocational education. The concept of "applied" to many educators continues to be equated with "watered down," "simplified," and "vocational education's role." None of these concepts are shared by the private-sector representatives who tell us, "students need to be able to apply what they know."

The Illinois State Board of Education has maintained a posture of local control over curriculum content. The approach is accepted nearly carte blanche. However, the trade off is clearly slower progress toward any outcome suggesting mastery of basic academics.

The DAVTE has piloted numerous efforts to encourage and enhance more integration of applied academics. The vocational education community is also aware that under reauthorized federal legislation, it must assume large increases in responsibility for academic achievement, as well as skill competence. With federal dollars as the carrot, vocational education has attempted to make progress and forge ahead in this effort.

A great deal remains unknown in terms of effective instructional methods and strategies for achieving the applied outcomes. Vocational education, although surely a leader in the instruction of applied technology, is still racing to catch up with the rapidly changing and advancing technology.

ICoVE's recent study of business and labor needs for a quality workforce made the need for demonstrated mastery of basic academic skills clear. Concerns that workers have the ability to be retrained and to adapt to new processes in the workplace were primary examples given by business and labor that the labor force must be proficient in basic academics. Other needed basic skills were also described. Today's employers recognize that their workforce must know how to learn, how to apply, and how to adapt if they are to maintain a competitive edge in the global market place. No longer, they tell us, is it enough to "know how to operate a machine." Today's worker must "know how the machine operates."

The issues of improved instruction in academics and technology continue to plague the educational community in the 90's. Joint efforts to get a handle on what needs to be done and how it should be done are a must if education is meet the challenge of preparing of workforce capable of being competitive in a world market place.

9.2

'87–'88 RECOMMENDATIONS	'89–'90'–'91 FOLLOW–UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Promote a statewide, year–long campaign involving partnerships with the private sector to apply academic skills and integrate technology–related concepts into all educational programs in Illinois, kindergarten through adulthood. (No activity/nothing initiated)	No efforts have been made on a statewide basis to fully integrate technology–related concepts into educational programs throughout Illinois schools. A great deal of lip service has been given to the idea by both the private sector and educators, but no plan to direct such an action has been developed.
'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW–UP ACTIONS
----------ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS----------	
Require and monitor instruction in computer use and application in early elementary education. (ISBE – No activity/nothing initiated) (DAVTE – Limited progress)	The Illinois State Board of Education has not established requirements for computer use and application in early elementary programs. Teacher qualification and certification issues will need to be addressed as part of such a requirement. DAVTE has established a Career Education Task Force to attempt to ascertain what has been done and what plans are "on the drawing board" for elementary programs related to both computer–specific programs and technology programs.
Identify technological concepts to be taught in elementary education. (ISBE – no activity/nothing initiated) (DAVTE – Partial progress)	Technological concepts appropriate at the elementary level have been identified for the areas of agriculture and industrial education. A special curriculum project in industrial education has designed curriculum materials for technology at the junior high level. Incorporation of the industrial–related technical concepts into elementary curriculum is more of a local effort depending on local industrial teachers. The Illinois Commitee on Agriculture Education (ICAE) is emphasizing technology and computer curriculum in its "Ag in the Classroom" materials. These include elementary and junior high level materials. Through the use of special state appropriations for agriculture, in–service education for elementary teachers to use the materials is being conducted. Home economics has begun to identify appropriate concepts, but no major effort to implement them has been organized.

ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS

'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW–UP ACTIONS
Establish standards of achievement in academic areas that must be met at various educational levels before students advance and target remedial programs at these levels. (ISBE - no activity/nothing initiated) (DAVTE - Future implementation planned)	To date, standards of achievement in academic areas have not been established. However, the passage of Amendments to the Carl Perkins Vocational Education Act will require similar standards. In preparation for the anticipated legislation, the vocational education community has "geared up" efforts at both the state and local levels. Major activity has focused on identifying available testing results to use as baseline data, identifying appropriate standards, and designing programs and selecting materials which will adequately address deficiencies. The consequences of failing to meet standards has not yet been determined. Input from business and labor leaders suggest that students not meeting standards need to be directed to intense, remedial programs before they enter vocational education programs. Not advancing students until all academic standards are met becomes a real problem at the secondary level. Research indicates that failing a grade is a prominent characteristic of dropouts. Efforts to meet academic achievement standards must be made during early elementary education to avoid such dilemma at the secondary level.
Establish benchmarks for significantly reducing the need for remedial education. (ISBE - no activity/nothing initiated)	No benchmarks have been identified for reducing the need for remedial education. If entrance requirements are established, attention may focus on remedial education and the need to prevent its necessity.
Assure all secondary students access to both academic and vocational preparation necessary for entering the college/ university and the world of work. (ISBE - Limited progress) (DAVTE - Limited progress)	No specific action has been taken, but the concept of "keeping options open" for students appears to be gaining some momentum. However, assurance that students are adequately prepared to have access to four-year college and university programs is also gaining in popularity. The issue appears to be polarizing. Tech Prep is a program that will prepare students for accessing college/university and the world of work. Planning grants for Tech Prep programs were initiated in FY 91. Tech Prep will begin to be implemented during FY 92. Vocational education is working toward preparing students for both entry into the workforce and entry into postsecondary education.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

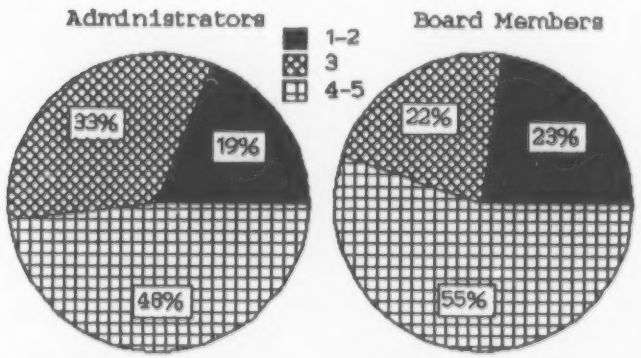
'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
Continue efforts to identify contents of vocational education programs which meet requirements for graduation and/or college/university entrance. (ISBE - Completed satisfactorily)	Determining which vocational education programs might meet requirements for graduation and/or college and university entrance is basically complete. Primary responsibility rests at the local level so as curriculum changes, efforts to determine whether or not requirements are compatible will need to be ongoing.
Use non-educators to provide input into academic curriculum revision, grades K-Adulthood. (ISBE - Partial progress)	No effort at the local level has been designed to encourage private-sector involvement in revising academic curriculum grades kindergarten-adulthood. The State Superintendent has organized a Business Education Partnership Advisory Council. The Council has three primary purposes: 1. Advise the State Superintendent on means of improving the content, organization and financing of preschool, elementary, and secondary education; 2. Define and promote business and education partnerships throughout the State which enhance school effectiveness, student achievement, and community understanding of the mission of public school education; and 3. Serve as a vehicle to communicate with the business community about current goals, practices, achievements, and challenges in preschool, elementary, and secondary education in Illinois. ICoVE commends Superintendent Leininger for this action.
Require all teachers to participate in in-service education and industry-based practicums (such as the VIP program) to update their knowledge, awareness, and expertise related to technology, computers, and basic skills required in the world of work. (ISBE - Redirected activity) (DAVTE - Future Implementation planned, altered)	No efforts have been made to require all teachers to participate in in-service education. Attempts were made by DAVTE to require all teachers to have 250 hours of industry-based practicums every five years to update their knowledge and expertise regarding technology and the world of work. The requirement for all teachers to participate in industry-based internships/practicums such as the VIP program for vocational education personnel has not been initiated. However, legislation passed, and was supported by the State board, which makes the VIP program available to all teachers. Funds have not been appropriated to implement the program. The new program, like the VIP (internship) program, will be voluntary.

ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS

'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW-UP ACTIONS
	In a recent survey of school board members and administrators, nearly half rated the value of such an experience for academic teachers as a 4 or 5 (5 highest) on a 1–5 scale.
Require vocational education teachers/ instructors, guidance personnel, and administrators to acquire 250 hours of related work experience every five years. (ISBE - Completed unsatisfactorily) (DAVTE - Completed satisfactorily)	DAVTE recommended a 250-hour industry-based practicum for vocational education teacher certification and recertification. ICoVE supported the recommendation. Attempts to require vocational education teachers/instructors, guidance personnel and administrators to acquire 250 hours of related work experience every five years failed to be passed by the certification board. The Illinois Education Association (IEA) lobbied against the proposal; the Illinois Vocational Association lobbied in favor of the change. In a recent survey of local school board members and administrators, nearly three-fourths of the board members and administrators rated the value of vocational education teachers having an internship in the private sector as a 4 or 5 (5 highest) on a scale of 1–5. Nearly half gave a similar rating to the value of administrators participating; and over half of the board members and two-thirds of the administrators rated internships as having similar value for guidance counselors.

Value of Internship
by Administrators and School Board Members

Administrators	Board Members
1–2 = 19%	1–2 = 23%
3 = 33%	3 = 22%
4–5 = 48%	4–5 = 55%



----------ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS----------

'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
Require that programs such as Applied Mathematics, Principles of Technology, and Applied Communications be available to secondary students either in addition to or as an option for courses in math, language arts, and physics. (ISBE - No activity/nothing initiated) (DAVTE - Redirected activity satisfactorily)	Requirements for applied academic programs have not been considered by the State Board. This is in keeping with the Board practice of preferring to make the education methods and process of instruction a local option. The DAVTE required all regional systems wanting to use the QAP (Quality Assistance Program) funds to address the integration of academics and vocational education, as well as the use of applied academic curriculum. Although these curricular materials and/or programs will not be required per se, as part of new requirements to meet the federal intent for vocational education, requirements for applied academics and vocational education will become part of the program sequence of local plans.
Endorse and identify model programs to be adopted by local districts and incorporate the endorsement listing into school evaluation programs. (ISBE - No activity/nothing initiated) (DAVTE - Partial progress)	The Illinois Vocational Curriculum Center has encouraged sharing of model programs and activities. These are collected at the Center and made available through the loan process. A Mini RFP asked local schools to "let us know your best practices." Some of these have been featured through recognition programs at the state and national level. No concerted effort has been made to make these programs available. The State Board has not officially endorsed specialized approaches or models.
Promote vocational educators' and special education teachers' sharing their expertise in application methods of instruction with other educators. (ISBE - No activity/nothing initiated) (DAVTE - Considerable progress)	Linkages, an annual multi-disciplinary conference sponsored by DAVTE, has promoted cooperation and communication between vocational and special education teachers. It is well attended by special educators as well as vocational educators. At the local level, many regional delivery systems are cooperating with special education for staff development. These efforts need to be expanded to include other classroom teachers. From time to time vocational education and special education personnel have been urged to work together. Some efforts have been made to involve special education with the math, language arts, and science teachers when they work with vocational education on applied academics. The new local plan under the Perkins reauthorization will require more such cooperative work.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

'87-'88 SUGGESTED ACTIONS	'89-'90'-'91 FOLLOW-UP ACTIONS
Provide every school district in Illinois with a list of the seven skill groups identified by employers as essential for all workers. (ISBE - No activity/nothing initiated)	A list of the seven skill groups identified by employers in a study conducted by American Society of Training Development (ASTD) as essential for all workers has not been distributed to all districts by the State Board. The list has been widely distributed by ICoVE and the Illinois Vocational Association.
Encourage academic teachers to assist vocational educators in strengthening the academic components of their programs. (ISBE - No activity/nothing initiated) (DAVTE - Considerable progress)	Piloting and field testing of the Applied Mathematics and Applied Communications materials in Illinois involved both academic and vocational education in a team-teaching endeavor. DAVTE encouraged this joint approach and provided in-service education and funding to support both teachers in the field tests and piloting process. The QAP funds of the regional systems could be used to provide in-service education that was a cooperative integration venture.
Encourage vocational educators to assist academic teachers in designing an applied method of instruction to their curriculum. (ISBE - No activity/nothing initiated) (DAVTE - Limited progress)	DAVTE has funded a project which will result in the development of a handbook for teacher educators on how to prepare teachers with the competencies necessary to integrate academic and vocational education curriculum. This should be useful in preparing new teaches, as well as providing in-service education to current teachers.
Assess the learning styles of students, particularly those who are disadvantaged and/or at risk, to ascertain what type of curriculum and specific courses will assist them in learning basic skills, staying in school and becoming high school graduates capable of functioning in a highly competitive society.	DAVTE funds have provided in-service activities for special needs coordinators on learning styles, interactive learning and other strategies for at-risk students. Some regional workshops have been held for classroom teachers. Materials and modules for learning strategies including learning styles are being developed and will be disseminated next year, FY 92. Although recognized as useful information, funds have not been available for this type of in-depth research. Pilot and field test information from the applied academic curriculum being developed by the consortium of states indicates that the format and curriculum designed and being used for those programs results in student learning.

----------*ISBE & DAVTE RESPONSES TO SUGGESTED ACTIONS*----------

'87–'88 SUGGESTED ACTIONS	'89–'90'–'91 FOLLOW-UP ACTIONS
(ISBE - No activity/nothing initiated) (DAVTE - Recently initiated, satisfactory alterations)	The National Center for Research in Vocational Education may also be undertaking some of the studies suggested in the near future.
Give attention to the process and instructional methods, as well as to the course content and outcomes when revising curriculum. (ISBE - No activity/nothing initiated) (DAVTE - Limited progress)	The plans of universities during the past two years focused considerable attention on incorporating better instructional methods into both pre- and in-service. Reports of these efforts are not available. In verifying task lists and skill competencies the process and instructional methods may have played an inherent role, but no specific attention was focused on processes and methods.

Much remains to be done in improving the academic foundations and applications of technology. Some questions need to be answered in order to address the topics.

1. To what extent has applied academics been integrated into the total education system, grades K–12? . . . To what extent have technology concepts been integrated? . . . What are the best strategies to use? . . . How can the private sector assist grades K–12?

2. Are teachers adequately prepared to teach applied academics? . . . What in-service methods are most in need? . . . To what extent do teachers (grades K–12) comprehend technology concepts? . . . Should teachers be required to update their knowledge pertaining to applied academics and technology? . . . Even if they are in tenured positions?

3. How can we adequately provide access of all students to both academic and vocational preparation needed to enter colleges/universities and the world of work? . . . Is the general public fully apprised of what Tech Prep is? . . . Are university registrars?

4. Does the private sector have a role to play beyond vocational education? . . . In elementary curriculum? . . . In university curriculum?

5. Does Illinois have ample model programs which could be implemented throughout the state to improve instruction in applied academics? . . . At both elementary and secondary levels? . . . At the postsecondary level?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE/DAVTE

Although ISBE did not take a specific stand to support academic and vocational education integration, other than through tech prep, the DAVTE was active in enhancing integration and coordination.

ISBE

- 12 No activity/nothing initiated
- 1 Partial progress
- 1 Limited progress
- 1 Completed satisfactorily
- 1 Redirected activity
- 1 Completed unsatisfactorily

Total 17

DAVTE

- 3 Limited progress
- 2 Partial progress
- 2 Future implementation planned
- 1 Redirected activity satisfactorily
- 2 Considerable progress
- 1 Completed satisfactorily
- 1 Recently initiated, satisfactory alterations

Total 12

Follow-up

Report #13

SUPPORT SERVICES FOR STUDENTS

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ICoVE's 1989-1990-1991 Report

REPORT #13:
SUPPORT SERVICES FOR STUDENTS
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 SUPPORT SERVICES FOR STUDENTS

The need for student services, particularly guidance and counseling services, seems to be growing annually. With newly proposed testing and follow-up data being required each year, the demands on student services personnel will undoubtedly increase.

Large amounts of local, state and federal funds are already being funneled into these services. Increasing numbers of at-risk populations are expected to continue to tap guidance and counseling resources.

Cooperation and sharing of available services between secondary and postsecondary appear to be expanding. Cooperation among schools within the secondary system is one of the important successes of the regional systems. Student services committees are to be commended for their work in enhancing the comprehensiveness of services, as well as the expansion and quality.

State-level coordination among agencies is greatly improved. ICoVE recommends this be continued. Career guidance consultants in seven geographic areas of the state are working to coordinate with other state and federal programs at the local level. Technical assistance is provided by the consultants in the form of in-service education to the service providers.

A possible shortage of guidance counselors is becoming a concern. This needs to be carefully monitored. In 1990, Illinois universities graduated less than 20 guidance counselors in the education area.

The Illinois Vocational Student Services Network (IVSSN) is organized by placing a Career Guidance Consultant and a Building Fairness Consultant in seven geographic regions of the State. The purpose of the IVSSN or networking system is to expand and improve services to secondary and postsecondary vocational education systems. In-service education, workshops, awareness programs, and needs assessment are some of the services provided.

A great deal of criticism from the public and from teachers and administrators within the educational community has targeted guidance and counseling in recent years. Guidance by Objectives provides direction for guidance counselors, but it seems apparent that the complexity of the guidance role demands constant in-service education. At the same time, preservice guidance and counseling programs should be reviewed to determine whether or not guidance counselors are being adequately prepared.

The most frequently cited criticism of guidance counselors is that they "counsel all students to go to the four-year university." Business and labor representatives participating in ICoVE's roundtables frequently voiced this concern. Further, they expressed concern about guidance counselors' attitude toward preparing students for employment. They indicated they believed guidance counselors were not knowledgeable about today's jobs and the need for workers to have not only sound basic academic skills, but also some advanced academic skills.

13.2

The IOICC has made considerable contributions to keeping guidance personnel updated with labor market information. Although guidance counselor participation in the VIP internship program has gained momentum, encouragement to participate must continue. Guidance counselors have a responsibility for keeping abreast of changes and needs of the workplace.

At the same time, the vocational education community must accept its responsibility for keeping guidance counselors apprised of changes in the workplace and what these changes are demanding from workers in terms of academic competence and skill competencies.

Student services personnel, particularly guidance counselors, must be an integral part of the planning for tech prep. Without adequate participation and knowledge of the tech prep initiative, guidance personnel would not be adequately apprised of information needed to advise students about tech prep programs.

Helping students to transition from secondary to postsecondary education and from school to work are roles with which guidance counselors are frequently called to assist. "Transitioning" is also an area which guidance counselors are asked to "watchdog."

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------	
Develop a plan for assisting the RDSs and community college districts to design student services programs which identify the roles, responsibilities, and the services to be delivered and the articulation of these services. (ISBE/ICCB: Limited progress) (DAVTE: Considerable progress)	Regional systems and community college districts are required to describe their student services plan in the regional and district program plans. These plans are to be based on local needs. The State board has not provided state-level leadership by developing its plan for student services throughout Illinois. Although the state provides assistance to the regions and districts via the seven field consultants for career guidance, a clearly defined mission and goals for a total student services program in Illinois is not in place. With leadership from DAVTE, internal and external committees worked to identify eight key components of a career guidance program. These components, plus local needs, comprise the regional guidance by objectives program. The ISBE should define the student services which should be accessible to all elementary-secondary students. This would provide leadership and direction. Program standards for student services would provide guidelines.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Develop a state plan encompassing secondary, postsecondary and adult special programs and support services, which describes the expected status of services in 3–5 years. (ISBE/ICCB: No activity/nothing initiated) (DAVTE: Partial progress)	A long–range plan to specifically address special programs and support services for secondary, postsecondary, and adult students has not been developed and supported by the ISBE. DAVTE has provided technical assistance, particularly for guidance and counseling, special populations, and the building fairness initiative. A school–wide program plan illustrating the vocational education–oriented services as a component of a total plan is desirable.
Express concern to the universities about the content and quality of pre–service education for guidance counselors. (DAVTE: Completed unsatisfactorily)	Efforts have been made by DAVTE to work with universities to improve preservice education for guidance counselors. DAVTE staff met with the University Council for Vocational Education in Illinois and offered their services to work with university preservice programs, particularly with the new Guidance by Objectives program. No response was received. Last year, Illinois' universities prepared less than twenty school guidance counselors. Most guidance and counseling majors at the university are preparing to work in agencies such as the Department of Children and Family Services or Public Aid. This may suggest that guidance and counseling in the field of education is not a primary focus of university programs.
Develop a statewide guidance and counseling program which integrates vocational guidance into all guidance and counseling preparation and delivery, rather than segregating it. (ISBE: No activity) (DAVTE: Partial progress)	A statewide guidance and counseling program has not been developed. The handbook (Guidance by Objectives) for guidance counselors provides some direction, but the design of local guidance programs remains a local responsibility. To date, guidance and counseling initiatives and leadership are coming from DAVTE. DAVTE has sponsored and provided for the development of many fine guidance materials, career education materials, a networking system, and a technical assistance system. Standards for a guidance and counseling program need to be adopted and promoted by ISBE. DAVTE must have the ISBE level of support before guidance and counseling in Illinois will meet its objectives. DAVTE cannot be expected to do this alone. Statewide standards may be established to allow local flexibility in achieving local needs.

13.4

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Make internships for all guidance counselors, such as the VIP program, part of the state's plan. (Completed satisfactorily)	The VIP internship program, established by the General Assembly in 1986, was amended in 1989 to include guidance counselors and administrators. The State Board supported ICoVE in efforts to pass this amendment. Although during the first year, only a few guidance counselors participated, the number grew to 98 in 1990. The VIP internship program is viewed as a major component of guidance counselor in-service education. The VIP internship program for counselors, like internships for teachers has been successful in 15 of the 18 ESCs. Four of the ESCs have so many requests for participation that if all were funded, they could use half of all funds available. The Education Service Center #3 (ESC) designed a special two-week intense program specifically for guidance counselors. The program provides an awareness of several businesses for the counselors. Businesses in ESC #3 "opened their doors" and welcomed the counselors. Enough slots were volunteered so that counselors could select from 20–40 businesses. Both participants (teachers and businesses) report success in creating an awareness of a wide array of jobs in the local area.
Encourage guidance counselors to participate in the VIP (internship) program; require participation of the lead RDS guidance counselor. (ISBE/ICCB/DAVTE: Partial progress)	Guidance counselors are encouraged to participate in the VIP internship program. The lead guidance counselor in the 61 RDSs has not been required to participate on a statewide basis. The Illinois Certification Board may want to consider making the VIP experience a requirement for certificate renewal of guidance counselors. A new system of VIP internship reporting will be implemented in FY 91. This will provide for a computer scan to collect information about how information learned in the internship program is being used in the classroom, counseling programs, and administrative offices. This information is expected to be useful in encouraging nonparticipants to become involved. DAVTE staff encourage guidance counselors to participate in the internship programs. Because many guidance counselors are employed 10–11 months, an amendment permitting their participation at anytime during the year, in lieu of only the summer months, may be appropriate.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	In addition to the VIP internship, guidance counselors may also use QAP funds for in–service education activities. Mini–grants of a minimum of $1,000 each are available through the EFE regional and community college systems to support in–service education activities of guidance counselors directed toward the eight key components of a comprehensive guidance and counseling program or needed to meet unique local needs of students.
Develop an accountability system for support services, including guidance and counseling, and placement services, which measures the impact of the services. (DAVTE: Limited activity)	The soon–to–be developed Macro information system will incorporate information about guidance and placement services. The information will provide accountability of services through the Guidance by Objectives program from which impact can be determined. In order to measure the input, performance measures and standards need to be established. ICoVE supports extensive placement services. DAVTE has promoted placement services, but this has not assured placement services for all students. New legislation will give added importance to job placement services for vocational education students.
Assess the secondary RDS and coordination/ articulation agreements with community colleges to determine the impact on services for students. (ISBE: No activity/nothing initiated) (DAVTE: Partial progress)	No formal assessment has been conducted. The DAVTE has conducted in–service education meetings involving the student services network and curriculum consultants as a strategy for providing assistance to faculty and staff of RDS and community college student services personnel. DAVTE has identified the area of counseling as a focal point for needed articulation and coordination between secondary and postsecondary. As a result, the seven guidance consultants meet regularly with secondary and postsecondary counselors to work on coordination and articulation. Counselor knowledge of articulation and sequential programing is critical if students are to benefit. Communication between secondary and postsecondary guidance counseling personnel has improved as a result of the articulation agreements. Emphasis has been given to communication through in–service education. Newsletters of the two levels are exchanged and community college guidance and counseling personnel serve on the secondary's regional student services advisory committee. Secondary counselors report that community college counselors have been particularly helpful in the area of placement.

13.6

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Support job placement programs for all students at all levels. (ISBE: No activity/nothing initiated) (DAVTE: Partial progress)	No special efforts were exerted by the ISBE to support job placement programs. Reauthorization of federal legislation for vocational education will require all vocational education programs to provide job placement services. DAVTE has placed considerable emphasis on the eight key components of a guidance and counseling program. One of these components, which has been promoted extensively, is placement. All of the seven consultants have received in-service education regarding placement services and have provided information to the student services committees.
Organize student services, including those for targeted populations into a system that is easily accessed by regions, districts, institutions, other agencies, and individuals who could benefit. (DAVTE: Considerable progress)	About half of the regional systems and nearly all of the community college districts have a special needs coordinator. These have been encouraged by DAVTE to provide a structure for enhancing access and to administer comprehensive services within the system or district. Some regions and districts also have coordinators for the single-parent program. Building Fairness Consultants and Career Guidance and Counseling Consultants are available in seven geographic areas of the state to provide technical assistance to regional systems and community college districts. The state board reorganized and funded a project to provide technical assistance for counselors, teachers and administrators at the grassroots level. Seven IVSSN consultants are geographically located throughout the state to provide assistance to regional systems and community college districts. Each community college district and each regional delivery system are required to organize a student services committee. Not all are active. Nearly all CC districts and about half of the secondary regions have a special needs coordinator and/or a dean of student services who works with the student services committee in planning, developing and delivering special services and programs for special needs populations. The regional/district level coordinator/deans, as well as these seven IVSSN consultants, provide access to technical assistance and facilitate coordination with other agencies and institutions.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Work toward implementing the individualized career plan for all students. (DAVTE: Partial progress)	DAVTE has continued to encourage use of ICPs for all vocational education students. Many regional systems have approved individualized career plans on a regional basis. ICPs are used in urban, suburban, and rural districts. Implementation may vary from one school to the next, but ICPs are well accepted and viewed as playing an integral part in the transition process.
Continue to urge that HORIZONS be accessible to all youth and adults in the State of Illinois who are involved in career decision-making. (DAVTE: Considerable progress)	The Illinois Vocational Student Services Network (IVSSN), a network of guidance counselors, sponsors in-service education for guidance and counseling staff throughout the state. IVSSN uses the Illinois Occupational Information Coordinating Committee (IOICC) staff to meet with their group to provide in-service on HORIZONS annually. In cooperating with the HORIZONS initiative, the guidance and counseling project sponsoring the seven regional guidance staff also developed a system for batching HORIZONS' QUEST student interest survey. In addition to vocational education's use of HORIZONS, the JTPA programs have also tapped this resource.
Seek state funds to support guidance and counseling and job placement services in all educational institutions. (ISBE: No activity/nothing initiated)	No effort has been made to provide state funds for guidance and counseling activities.
Improve career counseling competence of guidance counselors. (DAVTE: Partial progress)	In 1988, Illinois reorganized its 12 career guidance centers into a network of seven career guidance consultants located and serving the seven administrative regions used by DAVTE. Housed with the seven guidance personnel are also seven sex equity consultants. The consultants work closely as a team throughout the geographic area. The guidance and counseling staff have primary responsibility for in-service education of the nearly 2,800 guidance counselors in Illinois' public schools. To fulfill this responsibility they provide in-service education conferences throughout the year. Approximately 150 attend each of the conferences. This is

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	about half of the state's guidance and counseling personnel. Recent topics at in-service education meetings have included 1) keeping abreast of new legislation; 2) tech prep; and 3) integration of academic and vocational education. When the IOICC has new information, this is also brought to the participants' attention. Special in-service is provided to new guidance counseling personnel. The Guidance by Objectives materials based on the eight key components of a comprehensive guidance and counseling program and the unique needs of the local area had participation of local guidance personnel in its design.
Encourage coordination between educational guidance personnel and the JTPA assessment personnel. (No activity/nothing initiated)	No state-level efforts have been made to encourage coordination between educational guidance personnel and JTPA assessment personnel.
Monitor the effectiveness of the seven new guidance centers to determine success. (DAVTE: Completed satisfactorily)	DAVTE conducts an in-service education meeting with the seven area guidance and counseling and seven area sex equity coordinators approximately every 4-6 weeks. The purpose is to bring them up to-date, as well as to assess any problems they may be encountering in the field. In addition, special site visits are conducted annually. Two evaluations of the newly organized area consultants have been conducted. One was conducted by the IVSSN and the other was through a contract with the University of Illinois. Both evaluations had good findings. Examples of findings include: • New system provides improved state control (as opposed to local control and a local philosophy mode of operation). This enhances leadership and a coordinated approach to guidance and counseling in Illinois. • All seven consultants are certified guidance and counseling personnel; some prior center coordinators were not. • All seven areas have the same funding level. • The seven centers are targeting the Illinois program, Guidance by Objectives, implemented in 1987, thus a common mission.

-------TO ILLINOIS STATE BOARD OF EDUCATION AND ILLINOIS COMMUNITY COLLEGE BOARD------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	• The centers help local/regional counselors apply for mini–grants to meet locally determined needs. • The Illinois Vocational Curriculum Center (IVCC) houses guidance and counseling materials and has employed a person to work with guidance and counseling, sex equity and consumer and homemaking materials (used in single–parent/teen–parent programs).
Develop evaluation and assessment procedures which measure outcome and impact, rather than quantitative measures. (Future implementation planned as suggested)	The State Board has moved toward evaluation and assessment which will measure outcomes and impact, as well as provide quantitative data. The evaluation system under development is characterized by its qualitative measures. The macro data (currently being developed) will also provide base data that can interface with the evaluation system. DAVTE is well positioned to meet new requirements for impact and accountability measures of reauthorized federal legislation. The Board staff are to be commended for their foresight and efforts to work toward these goals.

With additional requirements for follow–up data, student services will see increasing responsibilities. To provide such services, a plan giving direction and identifying standards needs to be designed. Along with such a plan, the State Board and ICCB need to address several questions.

1. Have all responsibilities of personnel for student services been identified? . . . Has their role been clearly defined? . . . For what should they be held accountable? . . . Does a plan providing leadership and effective strategies exist? . . . Is transition from school to work clearly assigned? . . . Clearly defined?

2. To what extent can student services be a cooperative effort of the secondary delivery system and the postsecondary system? . . . In what specific efforts can these two levels work together most efficiently? . . . Can transition from secondary to postsecondary programs be part of a cooperative effort?

3. Are guidance counselors knowledgeable of and prepared with necessary skills to help students make career choices? . . . Do all counselors receive adequate preparation related to vocational counseling? . . . Will the state have a shortage of counselors in a few years?

   Why is the private sector critical of secondary guidance and counseling programs? . . . Why are teachers and administrators critical? . . . How can these shortcomings be resolved?

4. Are counselors knowledgeable of today's world of work? . . . Of today's technology? . . . Of issues facing today's secondary participant? . . . Postsecondary participant? . . . Adult participant?

5. Do guidance and counseling programs have support from the top level, i.e. the State Board itself? . . . Has the State Board identified minimum standards for guidance and counseling services? . . . For other student services? . . . Has the Illinois Community College Board established standards for student services at community colleges?

PROGRESS OF RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS BY ISBE and ICCB

Although the recommendations and suggestions were made to ISBE and ICCB, DAVTE responded to 13 of the 17 and the boards responded to four. DAVTE is a department of ISBE and is, therefore, responding for ISBE.

ISBE/ICCB
- 1 Completed satisfactorily
- 1 Partial progress
- 1 Limited progress
- 1 Future implementation, as suggested
- 6 No activity/nothing planned

10 Total

DAVTE
- 3 Considerable progress
- 7 Partial progress
- 1 Limited progress
- 2 Completed satisfactorily

13 Total

Follow-up

Report #14

CONSUMER AND HOMEMAKING EDUCATION

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ICoVE's 1989-1990-1991 Report

REPORT #14:
CONSUMER AND HOMEMAKING EDUCATION
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 CONSUMER AND HOMEMAKING EDUCATION

The Occupation of Homemaking program has the capacity to help today's students cope with many of society's ills. Coping with alcohol and drugs, child abuse, high costs of higher education, single-parent families, inflation, recession, elderly parents, and a host of other problems affects their ability to concentrate, their ability to cope, and certainly their ability to be productive members of the workforce.

The Occupation of Homemaking program can help members of the future workforce to cope with these problems, to understand the causes, and consequences, and to identify possible solutions.

The Occupation of Homemaking program is declining throughout Illinois. In part, this is because the program, overall, has not been reflective of the family, social, and work-related issues facing the students it serves.

The Occupation of Homemaking also suffers from not being accurately understood in terms of its appropriate content. It needs clear, concise, and accurate definition. Few vocational educators from other occupational areas are apprised of its mission. Often, there is confusion with the Home Economics Occupation programs.

Numerous programs through the state are exemplary. Leadership from local programs has made inroads, but the majority of the programs (whether funded with federal funds or not) continue to be perceived as courses to prepare females for female roles. In many instances, programs are dumping grounds for troubled youth and low achievers. The Occupation of Homemaking is a program which surely should be in the ICP of these students. Likewise, the Occupation of Homemaking can make a contribution to the educational program of honors students. Its problem-solving and decision-making content offer higher-order thinking skills specified as in great demand in the workforce.

The Occupation of Homemaking program should have a K-14 format. Currently, there are no C & HE programs at the postsecondary level, except for those offered through special projects. Illinois has many junior high programs. Sadly, most are the typical "cooking and sewing" variety. Many C & HE concepts would be strengthened by a K-14 program. Such a program needs to include:

- Managing individual and family resources
- Making consumer choices
- Managing home and work responsibilities
- Balancing work and family
- Improving responses to individual and family crises (including violence and child abuse)
- Strengthening parenting skills, especially among teenage parents
- Preventing teen pregnancy
- Assisting aged and handicapped individuals
- Improving individual child and family nutrition and wellness
- Conserving limited resources
- Understanding the impact of new technology on life and work
- Applying consumer and homemaking skills to jobs and careers

14.2

The consumer education requirement for graduation may be provided through home economics. At the present time, that is a large part of the enrollment.

Project Connect, recently funded for a planning year, is designed to serve adults in economically depressed areas of the state. During its planning year, three sites will serve as pilot-test sites. The program will target adults with special needs. Priority will be to help participants manage work, personal and family life, including coping with many of today's social ills.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
Revise the Occupation of Homemaking programs to provide instructional programs that would be beneficial and attractive to all learning styles and abilities of high school students. (Partial progress)	A curriculum project is currently in progress. Its primary focus is to update existing curriculum materials for the Occupation of Homemaking program. In order to assure the program to be beneficial to all learning styles and abilities, instructional materials will need to be developed. Enrollment in these programs continues to decline.
Use disadvantaged funds to support the CHEP program, thus freeing funds needed for new Occupation of Homemaking programs in economically depressed areas. (Redirected satisfactorily)	The CHEP program continues to be supported with C&HE funds for economically depressed areas. Disadvantaged funds cannot be used to maintain programs and therefore, cannot be used. However, a special project which will expand C&HE programs in economically depressed areas to serve adults and out-of-school youth has been approved for planning funds during FY 91 with implementation beginning in FY 92.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Develop information about C & HE programs which adequately describes their content. (Limited progress)	The professional associations have developed some public relations information, but its circulation has not been extensive. Information needs to be designed to target specific audiences, i.e., students, parents, administrators, the workplace, counselors. The material should adequately reflect the role of the programs.
Work to improve the image of the Occupation of Homemaking program. (Limited progress)	The State Board has not attempted to improve the image of the occupation of homemaking programs. The professional association of teachers has undertaken some activities.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Design curriculum around semester courses which can provide course options for students without sequence barriers. (Limited progress)	All Occupation of Homemaking is offered in semester courses. Most of the content does not require prerequisite of other home economic content. Because students have a difficult time scheduling all the things they want to take, the semester course presents fewer barriers to enrollment. The semester offerings should be expanded to reflect all of the areas as set forth in federal legislation. Currently, Illinois' C & HE programs are limited to parenting, living environment, resource management, and adult living. By using a K–14 "Illinois Plan" model, the C & HE could recommend needed changes in the junior high programs to get rid of the "cooking and sewing" element and begin to target state and national issues facing families and workers.
Design curricula in a semester format and consider those segments which could provide content to meet graduation requirements, such as basic level science requirements (e.g. science/technology in the home). (No activity/nothing initiated)	Home economics curriculum can be adapted to a variety of learning styles and abilities. An applied science program might serve as a basic level of science.
Design a semester of employability skills which could serve all other vocational education programs. (No activity/nothing initiated)	The Occupation of Homemaking program teaches nearly all of the skills generally considered necessary for employability. Teachers already have the expertise. It could serve all areas of vocational education, not only the Home Economics Occupations participants.
Expand on national issues such as parenting, single parenting, and the family; drug/alcohol abuse; the elderly; combining work and family roles; nutrition and health; family	National issues have been incorporated into many "home and family" programs or courses. These issues also affect the workplace. The Occupation of Homemaking could play a vital role in helping students to understand the inter-relatedness of work, family, and home, and how all impact on the quality of life. Programs should include K–14 instruction: • Managing individual and family resources • Making consumer choices

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
violence; self-esteem and leadership; work ethic and productivity; and the impact of technology and computers in designing semester courses. (Considerable progress)	• Managing home and work responsibilities • Balancing work and family • Improving responses to individual and family crises (including violence and child abuse) • Strengthening parenting skills, especially among teenage parents • Preventing teen pregnancy • Assisting aged and handicapped individuals • Improving individual child and family nutrition and wellness • Conserving limited resources • Understanding the impact of new technology on life and work • Applying consumer and homemaking skills to jobs and careers
Retain the content of resource management in meeting the consumer education requirement. (Continued activity)	The Occupation of Homemaking program continues to meet mandates of the consumer education course requirement. This course continues to carry high enrollments.
Develop and require extensive in-service education, including VIP participation, for all teachers who will be teaching funded Occupation of Homemaking programs. (Limited progress)	Extensive in-service education has not been developed. The need continues. In-service needs include those for program content as well as instructional methods. Without good in-service education for program content, it will be impossible to update the image and content of these programs. This in-service should include 7-12 grade teachers. Several Occupation of Homemaking teachers have participated in the VIP internship program. A special project using C & HE funds was funded for planning purposes during FY 91. The project includes funds for teacher in-service for new legislation.
Design effective, in-service education strategies to inform administrators, counselors, and other faculty about new Occupation of Homemaking content and clearly distinguishing it from Home Economic Occupational programs. (No activity/nothing initiated)	Occupation of Homemaking programs continue to be perceived as the "cooking and sewing" programs, the programs which prepares females for these roles, and a dumping ground for low-achieving students. In-service needs to provide specific performance objectives which clearly illustrate quality programs. A very clear distinction between the Occupation of Homemaking and Home Economic Occupational programs needs to be made.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Incorporate demonstrated competencies as part of the program evaluation process which will quickly identify programs which include "cooking and sewing," and preparing students for female roles and have excessive numbers of low–achieving students.	Nothing has been done to develop an evaluation system for the Occupation of Homemaking program. Materials are being prepared under a special project which would be useful in programs having low–achieving students.
(No activity/nothing initiated)	

As curriculum materials are developed and an evaluation system developed, the Occupation of Homemaking should assess the existing programs so current efforts can target problems which need to be resolved.

1. How are the Occupation of Homemaking programs perceived? . . . By students? . . . By parents? . . . By counselors? . . . By administrators?

2. Which perceptions are accurate for most Occupation of Homemaking programs? . . . Which ones are justified? . . . What changes in programs need to be made to alleviate the cause of poor perceptions?

3. What program characteristics exist in schools that are maintaining their level of enrollment? . . . How can the Occupation of Homemaking better fulfill student needs? . . . Vocational needs? . . . Graduation requirements?

4. Are performance measures clearly in place? . . . Are competencies identified? . . . Are they demonstrated?

5. Do the Occupation of Homemaking programs address statewide issues related to family problems? . . . To problems of society? . . . To workplace problems? . . . Have these been clearly addressed?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

The Occupation of Homemaking program has limited response to the suggested action. The assessment is listed below.

ISBE

- 4 No activity
- 4 Limited progress
- 1 Partial progress
- 1 Redirected satisfactorily
- 1 Considerable progress
- 1 Continued activity

Follow-up

Report #17

COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

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REPORT #17: COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PERCEPTIONS AFFECTING COORDINATION ACTIVITIES

Two observations apply to actions resulting from ICoVE's recommendation and suggestion for enhancing coordination. First, both DCCA and ISBE gave attention to nearly all of the actions ICoVE suggested. Whether this would have occurred without ICoVE's prompting was not searched. Second rather than giving attention to the suggested actions as a combined effort, the two agencies provided the in-service, review of goals and purposes, responsibilities for basic skills and others in isolation from each. Clearly the message was missed.

There is some evidence to indicate that some local in-service activities involved community college personnel, regional system personnel and SDA staff in joint efforts to work on coordination. These are commendable activities.

ICoVE believes there continues to be merit in JTPA and vocational education dialogue concerning the role each plays in economic development; responsibilities for improving basic and occupational skills and the development of work maturity and employability skills; ways to jointly ensure access, equity, and efficiency of services for clients; in-service for PIC and advisory council members; and ways to improve communication with each other and among clients.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------*TO ISBE AND DCCA*----------	
ICoVE recommends that the state administration for vocational education and for JTPA develop a formal program of educating local JTPA and vocational education staff about the purposes of each Act and about ways in which coordination can and should take place. (Partial progress)	At the planning workshop, the entire second-day session was devoted to an ISBE presentation on the Carl Perkins Act and its impact on JTPA/vocational education coordination. Vocational education personnel have received some in-service about JTPA. The number and comprehensiveness of this kind of in-service needs to be incorporated as part of an ongoing procedure.

----------*TO ISBE AND DCCA*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
ICoVE recommends that JTPA and vocational education at the state and local level address the findings reported in this study. Special attention should be given to: (Partial progress)	Both DCCA's job training personnel and DAVTE staff of ISBE have addressed all or parts of almost all of ICOVE's suggestions. However, it was ICoVE's intent that DCCA and DAVTE provide joint leadership and the mechanism to bring together the grassroots people who are on the front line delivering these programs everyday (i.e., SDA directors, CC deans, and RDS directors) to reach consensus and/or agreement concerning these issues, e.g., goals and purposes, improvement of skills, coordination, access, equity, in-service, referrals, economic development.
The identification of the goals and purposes for JTPA and vocational education as they relate to economic development and individual or human development. (Limited progress)	DCCA staffed the Governors Mansion Summit on Quality and Competitiveness, out of which regional forums on quality and competitiveness were initiated. Of the four issues discussed at these meetings, the importance of education to the quality of the workforce was evident. DAVTE has undertaken similar activities. Many of these also surfaced at focus group meetings. The effectiveness of the in-service may have been enhanced through a joint meeting.
JTPA and vocational education responsibilities for improvement of basic skills, occupational skills, development of work maturity and employability skills. (Considerable progress)	The department has undertaken a complete overhaul of its youth employment competency policies, with a view toward the development of a voluntary skill standards system which incorporates "world class" standards for basic, occupational, and work maturity skills. Vocational education has reviewed many of the basic skills, as well as the occupational skills, in terms of what employers want and need. Performance standards will be set as part of new requirements of the reauthorized Carl Perkins Act.
The improvement of coordination of JTPA and vocational education activities to ensure access, equity, and efficiency of services for all eligible clients. (Redirected activity)	DCCA has undertaken an effort to clarify the procurement requirements for tuition and fees for occupational training programs that will enable these costs to be reimbursed through vouchers. This will dramatically open access to the range of skill training programs. In the second year of the two-year planning cycle, JTPA and vocational education programs are to modify their agreements to include referral procedures. DCCA is providing technical assistance to SDAs for improvement of case management service.

----------*TO ISBE AND DCCA*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Provision of technical assistance to SDAS and RDSs to assure that quarterly meetings are effective and meaningful. (Limited progress)	Technical assistance has been built into DCCA's regular monitoring system. If problems are encountered, assistance is provided to help alleviate the problems.
Provision of technical assistance to education representatives who serve on PICs to ensure that they serve all of the education agencies in their SDA. (Limited progress)	Vocational education has worked from both the secondary level and the postsecondary level to get education appointed to the PICs who are involved in vocational education and when possible, those who are already coordinating with JTPA. This level of knowledge has provided a more appropriate appointment. Several regional system directors and community college deans reported they have provided in-service education to their staff about JTPA progress.
Provision of technical assistance to SDAs and RDSs on how to improve communication between each other and among the clients who need to be served. (Partial progress)	Part of the agenda of the regional workshops conducted on the coordination criteria was a focus on improving communication skills.

To enhance future coordination, JTPA and the vocational education community may find it helpful to sit down together to address questions such as the following:

1. What program goals and purposes do JTPA and vocational education have in common? . . . What are the differences in their goals and purposes? . . . Do these differences complement each other or present barriers?

2. How can vocational education and JTPA work cooperatively to assure access of targeted populations to quality programs? . . . What can they do to eliminate hassles to clients who are trying to participate in programs?

3. How can vocational education and JTPA coordinate to improve basic skills of participants? . . . Occupational skills? . . . Work maturity and employability skills?

PROGRESS OF RESPONSES TO RECOMMENDATIONS by ISBE and DCCa

A review of the follow-up actions taken by ISBE and DCCA to ICoVE's recommendations and suggestions reveals:

ISBE and DCCA

- 3 Partial progress
- 3 Limited progress
- 1 Considerable progress
- 1 Redirected activity

Follow-up

Report #18

TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

REPORT #18: TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 TECHNICAL COMMITTEES AND ILLINOIS CURRICULUM

Local authority for curriculum matters continues to be the practicing policy of the State Board of Education. Nevertheless, to be helpful, the State Board has launched several creative and ambitious curriculum efforts. DAVTE staff has a plan for curriculum, but it is perceived as fragmented.

During the first two years of the Perkins Act, the thrust for curriculum development was toward "revitalization." Numerous strategies were employed, i.e., task list validation, identification of competencies, research projects, consortia, technical assistance, and the list goes on and on. State Technical Committees also looked at urgent and emerging state needs.

The concept of the "The Illinois Plan for . . ." was introduced by agriculture and industrial education for curriculum initiatives. It incorporated a K-14 framework.

Multiple curriculum efforts have been occurring simultaneously. Each is perceived by the local level as being isolated and unconnected. The V-TECS consortium began to develop a system for measuring competencies. The applied academic consortium used Illinois as a pilot and field test site. The Illinois Vocational Curriculum Center continues to loan volumes of curriculum materials each year and the clearinghouse at Western Illinois University (WIU) makes curriculum materials available on a cost-recovery basis.

ISBE funded a project which employed curriculum staff in seven geographic areas of the state. These were in place for three years. DAVTE conducted an evaluation and found the results to be positive. Because reauthorization of federal legislation shifts funding support, these seven consultants will not be available after 1991.

The Illinois Vocational Curriculum Center houses curriculum materials and provides curriculum services to schools. Materials are available through the IVCC, as well as curriculum search activities. The IVCC is a valuable service for occupational programs.

It certainly appears that a great deal of effort is being expended at the state level to design applicable curriculum LEAS. However, these multitudes of efforts seem to be doing more to confuse and raise local questions than to resolve problems. It would seem that the "state of the art" in designing and communicating curriculum strategies is still being created. A fully understood plan is needed. It is unclear which curriculum is endorsed by DAVTE and which is not.

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Develop a three to five–year plan for curriculum development, revision, implementation, and evaluation in Illinois to prepare and maintain a quality workforce. Incorporate a system for communicating the plan to the field and involving local educators, commerce, labor, industry, and the job training community. (No activity/nothing initiated)	A plan for curriculum development, revision, implementation and evaluation has not been developed. There have been considerable curriculum efforts, but how each relates to the other and what the final product should look like is still unclear. It appears fragmented and disoriented. Local–level personnel voice concern for what they are to do with the task list verification involving the private sector which was conducted 3–5 years ago. The new Illinois plan for vocational education establishes "targets" for accomplishments and clarifies much of the confusion. Local–level personnel are confused when they have conducted local task list verification and then find that the state level is also developing and verifying the same task list. Further, they perceive the procedure as duplication. This process needs to be clearly delineated in a plan so everyone can see how the pieces fit. Future state level efforts are to concentrate on the development of core standards which will eventually become part of the system of performance standards.
Consult with ICoVE regarding revisions to the role and structure of State Technical Committees. (Considerable progress)	Staff of DAVTE have met with ICoVE to review the State Technical Committee role. Although final decisions have not been made, the emphasis is expected to shift from task list verification to identification of core standards for occupations and occupational clusters.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Conduct a curriculum review to establish the status of curriculum for each occupational area. Identify the availability of task lists and task analysis in various occupational areas. Determine whether or not technology modules and employability skills have been integrated into curricula. Assess the extent to which vocational ethics and self–empowerment concepts are included. Note if computer competencies are sufficient.	When the EFE policy and administrative plan were adopted late in FY 84, a review of curriculum being used in programs was conducted. As a result, the State Board launched a curriculum revitalization effort to focus on an annual review of occupational tasks and task analysis for the approximately 160 occupational programs in the state. The review involved representatives from the private sector to validate tasks. Illinois curriculum work is designed around the five occupational areas. Each occupational area has completed or is currently working toward the "Illinois Plan for Ag Education," " . . . for Industrial Education," " . . . for Health Occupations," etc. These materials are at the orientation level. The concept of the "Illinois Plan" seems to be confusing at the local level because they don't see how the "local task lists" fit

into the "Illinois Plan" or the "state task lists." Although the "Illinois Plan" is an orientation level and task lists deal with the preparation level, how these fit together seems to be unclear at the local level.

At the state level, state technical committees have been used to develop task lists for emerging occupations and occupations with rapid growth. The first task list developed by the State Technical Committee was for employability skills which are common to all occupational areas. The State Board plans to review this task list to update and revise some components, particularly those related to vocational ethics.

In addition, the State Board plans to revamp the computer literacy curriculum components in all five occupational areas. Computer competencies are part of the business/marketing orientation, but may be components that should be infused into the other four areas.

A curriculum review per se has not been conducted. However, DAVTE has assessed the status of several curriculum initiatives through its efforts to revitalize curriculum in Illinois. The following highlights major initiatives during the past three years:

Business Education. Business, marketing, and management curriculum at the orientation level has been widely distributed. Secondary and postsecondary instructors have received materials which include business and technology concepts; business communication; keyboarding, formatting, and typewriting; business computation; and computer concepts and software applications. Business curriculum identifies its contributions to the state goals for learning.

Industrial Education. With the use of a state technical committee and a survey of manufacturing firms providing suggestions for manufacturing programs, a manufacturing curriculum was developed. In-service was provided for the revision of curriculum for technologies related to energy use, transportation, communication, and production. Introductory curriculum for use at the junior high level has been prepared for career information and general concepts in technology. During the past two years, an Exploration and Technology Literacy curriculum aimed at providing a better application of academic content in a technological society has been developed and piloted.

Health Occupations. Health occupations has also adapted curriculum materials to incorporate the task list verification process and cross-references to the State Goals for Learning. The Illinois plan model is used. In addition, independent study curriculum for health occupations is under development to encourage expansion of health occupation programs.

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Agriculture. Final development and dissemination of agricultural curriculum has made materials available in the central core cluster, the agriculture business and management cluster, and the horticulture cluster. State-verified task lists were used to design a program using new technology in agriculture. The state goals for learning were also incorporated.

Home Economics. Development of materials for home economics orientation curriculum is currently in progress. Home economics has also developed teaching aids and has cross-referenced materials to the State Goals for Learning.

Employability skills were part of the first year's activities (1986) of state technical committees. The committee verified the task list, and materials were developed. During the 1989-1990 time period, the employability skills for identifying employment opportunities and skills for the application of employment-seeking skills were developed and field-tested. The employability skills modules are designed for individual or classroom instruction.

Vocational ethics materials have been expanded as a subset of employability skills curriculum. Requests for workshops in how to use the materials have been extensive.

Integration of Academic and Vocational Education is probably the most clearly defined of all curriculum initiatives. Illinois' membership in a national consortium has provided applied materials for math, communications, principles of technology, and chemistry/biology. Illinois' has been active in both field testing and piloting of the materials. Extensive efforts have been made to disseminate materials and provide in-service education for teachers, including both vocational and academic.

To assist in the distribution of curriculum materials, DAVTE sponsors a project at Western Illinois University through the Curriculum Publications Clearinghouse (CPC) to make materials available on a cost-recovery basis. The CPC contains nearly 1,000 curriculum publications.

The Illinois Vocational Curriculum Center (IVCC) provides curriculum materials and search services through a special contract from DAVTE. IVCC provides numerous workshops through its specialized staff. The computerized center has over 30,000 items in its on-line catalog.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	A system for reporting competencies of secondary students through a computerized system was developed and implemented in 1990 by DAVTE. The Vocational Task Management System (VTMS) is available to the regional delivery systems.
Use the State Technical Committee to identify curriculum components essential to the quality of programs deemed vital to Illinois. (Future implementation as suggested)	The proposed work of technical committees will identify core compentencies essential for employment in various occupations. This information will be a focal point for student performance measures as these are developed. The V-TECS materials will also be useful in determining quality.
Develop suggested models for organizing occupational curriculum at the regional delivery system and the community college district levels, including models for materials related to maintaining, upgrading, and retraining the workforce. (Redirected activity unsatisfactorily)	The organization of curriculum material models at the regional level (EFE's RDSs) remains a responsibility of each individual region. No attempt has been made to design a statewide model for regional use. QAP (quality assistance plans) funding has been used by the regions. One region (Region 2) employed a curriculum person to develop a model for use by all RDSs in the region. Curriculum efforts have not given priority to developing models for curricula and instructional materials for use with the existing workforce.
Design a sequential process for new curriculum development and revision of existing curriculum which identifies state and local roles and responsibilities. (Future implementation planned, altered)	The system for identifying curriculum development and revision needs continues to be that the regional delivery systems (RDSs) identify their curriculum needs in their local plan for a three-year span. The state projects its curriculum needs as part of the technical committee process. The forthcoming state plan will identify curriculum initiatives for the next three-year planning period.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Develop a short-term, sequential process for bringing all of the currently fragmented stages of development into an organized and manageable effort. (Partial progress)	In anticipation of reduced federal funds available for curriculum initiatives under the reauthorized federal legislation, DAVTE has made a concerted effort to bring closure to curriculum efforts and finalize the unfinished fragments.
Inventory the availability of curriculum and curriculum-related materials for each occupation, including materials related to employment in the occupational area. (Partial progress)	During FY 89 the Illinois Curriculum Revitalization Project which provides seven instructional materials coordinators (IMCs) conducted a search of curriculum instructional materials. All materials were categorized and listed by occupational areas. The IMCs conducted a number of workshops to "showcase" the available materials to Illinois teachers. The Illinois Vocational Curriculum Center (IVCC) has the capability of producing bibliographies of all its on-line curriculum materials.
Inventory the occupational curriculum and curriculum-related materials being used for various programs and courses to determine the availability of program curriculum. (Partial progress)	The extent of inventory conducted by DAVTE is the listing of sold VTECS materials, materials sold by the CPC, the Mid-America Vocational Curriculum Consortium in Oklahoma, and the Marketing Education materials sold by IDEC. DAVTE also has access to records of materials loaned by IVCC. DAVTE believes that materials sold for the applied academics programs probably are used and implemented because the purchase itself would suggest a commitment to the programs.
Design a system for curriculum management which accommodates creative, innovative, exemplary, and emerging curriculum needs. (Completed-to be discontinued)	DAVTE reviewed the system of curriculum management at a meeting of the administrative advisory council. It was the consensus of the Council that "the current system does not allow for creativity." Plans are to address the problem. The use of $500,000 federal funds for the employment of seven instructional materials curriculum (IMCs) consultants provided DAVTE with a mechanism for providing technical assistance at the grassroots level in the area of curriculum. During its first year of operation, the IMC provided training and awareness of many instructional resources. The seven consultants have become a resource for teachers, administrators, and counselors. Workshops produced positive evaluations.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	During FY 90 the IMC consultants offered technical assistance for five areas: • Carrousel of Resource Materials • Employability Skills • Use of Advisory Councils • Marketing Vocational Education • Articulation During FY 91, the IMCs are directing efforts toward the integration of academic and vocational education. FY 91 will be the IMC's final year of operation because federal funds will no longer be available. The IMCs have provided a service, particularly to teachers and instructors who need help in finding appropriate curriculum materials for their programs. ISBE may want to consider asking for state funds to continue this initiative rather than to dismantle the resource and service to local programs.
Encourage local involvement of the private sector in curriculum development and revision by eliminating barriers to implementing private-sector recommendations. (Redirected activity satisfactorily)	DAVTE has attempted to promote the corporate campus as a means of eliminating barriers to curriculum revisions which may be dependent on facilities and equipment. Additional emphasis has been given to improving academic components of vocational education so students will have adequate basic skills to master the tasks the private sector identifies as essential. Sometimes the private sector makes good suggestions for a program or curriculum revision but barriers exist which prohibit implementation. Regional directors and community college deans were asked to identify the most frequently occurring barriers. Their responses are shown below.

Regional Delivery System	
Funds	47%
Time	33%
Lack of equipment	15%
Attitude of school personnel	22%

Community College	
Funds	50%
Time	24%
Lack of equipment	24%
Limited staff	26%
Insufficient enrollment	15%

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	DAVTE should look into some of the barriers identified by the CCs and RDSs and work with them to attempt to alleviate them. Specific information about curricula that would require funding for implementation should be compiled so that what is not available because of lack of funds can be substantiated with rationale for its need if funds are requested.
Develop a process for "systematic program renewal" to be incorporated into the curriculum plan. (Future implementation planned, altered)	A state-level plan for systematically renewing or revitalizing curricula has not been developed, nor has a statewide plan for developing curricula. The new program evaluation process will provide "indicators" of curriculum successes and/or curriculum needs. This will occur on an annual basis for programs funded with federal dollars and on a less frequent basis for those using state funds. Identification of curriculum needs for development, revision, or revitalization is only part of such a needed plan. Local advisory councils are helpful to regional systems and community college districts in determining the need for curriculum revision.
Seek advice from the Illinois Council on Vocational Education in identifying occupations to be the focus of State Technical Committees. (Continued activity)	The DAVTE continued, during FY 89 and FY 90, to identify occupations for focus of the state technical committees. The occupations to be developed, including rationale for the need, were presented to ICoVE annually for concurrence. Planning for future technical committee responsibilities was the topic of a joint meeting with ICoVE and DAVTE staff. The outcome was the identification of new responsibilities and procedures. These will include the identification of performance standards for occupational tasks.
Develop a process for evaluating curriculum which will determine its effectiveness in terms of preparing students with the desired competencies. (Recently initiated, satisfactory alterations)	During the past two years, DAVTE staff have begun "gearing up" for requirements of new legislation pursuant to student outcomes and performance standards. These concepts are being designed into curriculum materials and the state's new evaluation system.
Assess the value and success of technical committees at all levels. (Recently initiated satisfactory alterations)	The State Technical Committee concept is being reviewed by DAVTE staff. Plans are to re-define and broaden its scope, making the private-sector partnerships more long-term.

Questions needing to be addressed by the State Board related to curriculum and technical committee activities include:

1. Are local teachers/instructors thoroughly apprised of curriculum materials available for their use? . . . How are competencies defined? . . . Where are they to be included? . . . To what extent are materials being used? . . . Are teachers receiving ample in-service education about how to use these materials?

2. Do pre-service education programs provide adequate instruction in how to use curriculum? . . . How to seek out appropriate curriculum? . . . Do new teachers possess competencies needed for selection of appropriate curriculum?

3. What new curriculum efforts are endorsed by the State Board? . . . Which ones are not? . . . What programs have curriculum developed in Illinois? . . . Is it being used? . . . To what extent? . . . How do we know it provides, "what employers want?"

4. Are local program involving the private sector in curriculum selection activities? . . . In revision activities?

5. Can the State Board provide a curriculum inventory of local programs to determine materials currently being used? . . . What technical assistance will be available to assist with curriculum at the local level? . . . Should state funds be sought to continue the IMC initiatives?

6. How does the State Plan to implement core standard measurements for various occupational areas? . . . How will the private sector be involved with identifying these? . . . How will curriculum not having the core standards be revised?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

Suggestions for curriculum and technical committees were addressed in a variety of ways as shown below.

ISBE

- 1 Completed satisfactorily
- 1 Considerable progress
- 1 Partial progress
- 3 Limited progress
- 1 Future implementation, as suggested
- 2 Future implementation, altered
- 1 Continued activity
- 1 Redirected activity, unsatisfactorily
- 1 No activity/nothing initiated
- 1 Redirected activity, satisfactorily
- 2 Recently initiated, satisfactory alteration

Follow-up

Report #19

EDUCATION FOR EMPLOYMENT
WHAT'S WORKING? WHAT'S NOT?

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REPORT #19:
EDUCATION FOR EMPLOYMENT
WHAT'S WORKING? WHAT'S NOT?
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 EDUCATION FOR EMPLOYMENT ACTIVITIES

ICoVE's public hearing asking "what's working?" and what's not?" in relation to ISBE's Education for Employment policy and administration plan generated administrative or implementation strategies as opposed to examining broad policy issues or the goals of the newly adopted EFE policy itself.

Nearly all of the strategies suggested by the grassroots level were tried. Some were tried by the State Board and its staff; others were initiated by the regional delivery systems and community colleges. With the policy and its plan fully initiated, several of these strategies are in place as ongoing initiatives.

Lines of communication between the state level and the regional/district level have been greatly enhanced. An advisory group of directors meets regularly with Regional Vocational Administrators and DAVTE managers and consultants. DAVTE anticipates initiating a similar group with community college deans. Regularly scheduled in-service meetings of DAVTE staff with system personnel and community college personnel increased as implementation progressed. As this occurred, many problems were resolved before becoming major issues.

A similar process is being used in Illinois as DAVTE staff develop its new plan which will implement new federal legislation. Local personnel are being asked, "What is the best way to do this?" This openness of DAVTE staff and involvement from the local level are commendable.

As a result of implementing EFE, private-sector involvement at the local level was increased. Efforts need to continue to improve the manner and methods used when working with business, industry, and labor to maximize their impact. A good beginning exists.

Teachers and instructors have recognized the value of returning to the workforce to update their knowledge and skills through the internship process. This momentum is gaining.

Although one can still be critical of unmet needs for coordination, cooperation, and collaboration, the vocational education community has achieved significant success in this area. Educators have not only recognized its value in terms of efficiency, but have also acquired skills for the process. The extent to which vocational educators work together and work with academic teachers, special education programs, JTPA, community-based organizations, and other public agencies is expanding rapidly.

Through the process of implementing EFE, vocational education recognized its need for leadership from within the community. Some action has occurred, but attention should be given to this area in the future.

When vocational education took a hard look at itself, it realized it had very little information on which to make a judgment about impact. When new federal legislation was passed, Illinois was aware of what needed to be done to respond.

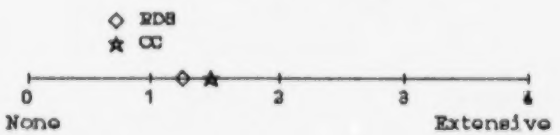
The State Board's policy is fully implemented. It has requested staff to report needed changes. In the next few years the fine-tuning will occur.

19.2

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------TO ILLINOIS STATE BOARD OF EDUCATION----------	
Continue toward full implementation of the Education for Employment Policy and administrative plan. (Completed satisfactorily)	The State Board continued efforts for implementation of its EFE policy and administrative plan. All regional systems have been fully implemented. The State Board has asked its staff to review the newly implemented system and identify modifications which should be made to the plan or the policy.
Exert state leadership to identify problem areas as early as possible and provide additional assistance and direction in these areas. (Considerable progress)	DAVTE formed a council of system directors to serve in an advisory capacity. This group has been valuable in identifying emerging problems and suggesting resolutions before major issues surface. An interagency coordinating committee involving leadership from DAVTE staff, DCCA, ICCB, and Corrections was formed to provide a similar function for programs of these agencies. Recently, the committee has not been very active. Under new federal legislation, the Committee of Practitioners will be a grassroots "sounding board" for developing the State plan, processes to be used, and programs operating under the Plan. This committee has practitioners representing a variety of levels, institutions, special programs, and occupational fields.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Implement Education for Employment Policy. Several exemplary efforts have made significant contributions toward implementing the EFE and revitalizing vocational education. These should be identified and made known for replication throughout the State. (Partial progress)	The EFE policy has been fully implemented. DAVTE has attempted to make exemplary activities of the process known through discussion and idea-sharing efforts at in-service education meetings of the system directors and community college deans.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

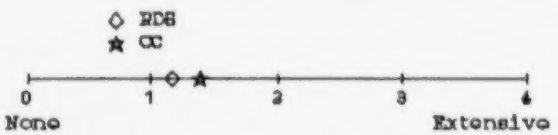
'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Simplify processes. Local educators feel "hassled" with the complexity and bureaucracy of the process. Determine if the same quality of outcomes could be achieved with a more simplified approach. (Partial progress)	Through the use of an advisory group of regional systems directors, DAVTE has attempted to "simplify" much of the bureaucracy of the EFE policy. Not all issues are resolved, but progress has been made and a system is in progress.
Use local and regional expertise. Educators at the grassroots level have experience and knowledge useful to the state staff. They should be more intricately involved in the development of processes and programs and resolving of issues. (Partial progress)	ICoVE asked regional system directors and community college deans to rate the extent to which the State Board had used the expertise at the grassroots level in "developing processes and resolving issues." On a scale of 0=None to 4=Extensive their responses were: Mean RDS 1.26 CC 1.48  Although the deans and directors were not particularly complimentary of the State Board's efforts to use their expertise, community college deans indicated that grassroots input had been beneficial in advisory groups, state board hearings, focus groups, and task force groups. Regional system directors indicated Dr. Miguel's Advisory Council, EFE Conferences, consultant visits to schools, focus groups, and input in curriculum revision had been helpful.
Be alert to "common problems." When the same problem emerges throughout the state over a long period of time, it should send up a "red flag" to staff. They should respond and provide leadership in resolving these problems. (Limited progress)	The system in place to identify common problems is the advisory group of regional systems directors. Staff are urged to be alert to "red flags."

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Reduce paperwork. Information not useful at the state level for future planning or important reporting should not be collected. It causes inefficiency and frustration throughout the system. (Partial progress)	DAVTE staff established a subcommittee of the Administrative Advisory Committee, composed of regional system directors, to conduct a review of "paperwork" requirements. The committee reviews forms and makes suggestions for streamlining and formatting required reporting.
Provide and promote leadership. The EFE community wants and needs leadership. Leadership must continue after implementation occurs. It should be fostered and developed at all levels, i.e. local, regional, and state. (Limited progress)	To follow up, ICoVE asked community college deans and regional system directors to rate the extent to which the State Board fostered and developed leadership at the local, regional, and state levels. On a scale of 0=None to 4=Extensive the average ratings were:

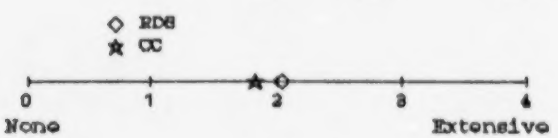
Local Level

	Mean	s.
RDS	1.18	.78
CC	1.39	.80



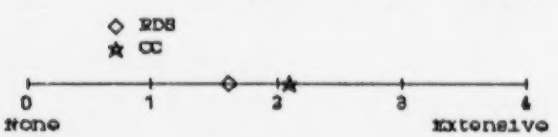
Regional Level

	Mean	s.
RDS	2.03	.94
CC	1.83	.83



State Level

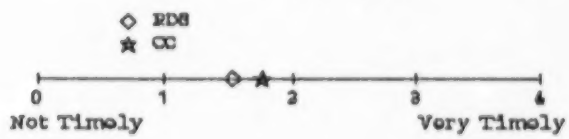
	Mean	s.
RDS	1.62	.99
CC	2.10	.98



----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Further, respondents were asked to identify Illinois' greatest need for leadership. The deans and directors viewed the needs differently. Deans believed leadership from the General Assembly is needed with nearly 2/3 citing this need. System directors viewed the needs more internally. <u>Illinois' Greatest Need for Leadership</u> Regional Delivery System Directors Responses • Need to develop a vision and direction 24% • Development of an Illinois plan for EFE 10% • State staff 11% Community College Deans Responses • State legislature 62% Although less than 1/3 of the deans and directors cited examples of effective leadership, both cited <u>internal</u> sources aligned with their own specific roles. <u>Illinois' Most Effective Leadership</u> Regional Delivery System Directors Responses • State staff 11% • Regional System Directors 11% • AVC Directors 5% Community College Deans Responses • Community college staff 12%
<u>Develop a statewide database</u>. Today's technology affords ease in reporting, networking, and information sharing. Illinois should be a leader. (Future implementation planned as suggested)	In FY 90 DAVTE issued an RFP for development of a macro statewide database. The project has been funded and work has begun.
<u>Be prepared for "turf battles</u>." As implementation actually occurs and agreements must be carried out, hard decisions will have to be made and the protection of turf may surface. (Partial progress)	Many of the turf battles surfacing during the implementation phases of the EFE policy have resolved themselves; others will remain as long as personnel remain the same. Interestingly, when the possibility of a minor boundary adjustments was suggested, the local entities did not want change.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Continue program improvement initiatives. Positive outcomes are emerging. Continue to support improvement activities, particularly activities such as VIP, QAP, task list verification, and private-sector involvement. (Some continued activity) (Some redirected unsatisfactorily)	The State Board continues to support the VIP (teacher internship) program and private-sector involvement in programs. The task list verification process continues with discussion concerning its use in maintaining up-to-date curriculum taking place. The QAP initiative for program improvement was maintained in FY 88 - FY 90. Lack of federal funds for this type of program improvement initiative, resulting from reauthorization, is causing state staff to explore alternate funding sources. Staff of the State Board are concerned that many program improvement activities will be curtailed under the amended Perkins Act. Beginning in FY 92 federal funds available for program improvement will be about one-fifth (1/5) the level of the previous five years. This means that either local entities will have to pick up the tab or state funds will need to be provided. QAP activities will need to be funded as part of the grant received. State leadership for program improvement is of grave concern to ICoVE if the primary source of funds must come from the locals.
Keep communication open and timely. Timely decisions are needed. Regional and local planning requires communication from the state in a timely manner. Education for Employment has profited substantially from communication with each other. Stress these activities. (Limited progress)	During FY 91 ICoVE asked regional directors and community college deans how effective the State Board has been in communicating decisions to the regions and colleges in a timely manner. Respondents did not give high marks. Scale: 0=Never Timely, 4=Very Timely COMMUNICATIONS TIMING Mean s. RDS 1.54 1.10 CC 1.76 .73  During FY 91, DAVTE initiated daily communications with the secondary systems via the Fax board. Postsecondary institutions will be included before the close of 1991. This should facilitate timely communications. DAVTE continued to provide in-service education activities for EFE directors and CC deans. These provided an opportunity for idea exchanges.

'87–'88 SUGGESTED ACTIONS

Stress private-sector involvement, particularly labor. Educators believe programs have profited from increased knowledge about the labor market, employer needs, and long-range planning. Promote regional and community college partnerships with the private sector.

(Redirected activity satisfactorily)

'89–'90–'91 FOLLOW-UP ACTIONS

To follow up, ICoVE asked regional system directors and community college deans if special in-service education was provided to teachers/faculty, student services personnel, and administrators to improve their ability to work with the private sector. Only 31% of regional directors and 38% of community college deans indicated that in-service was provided.

As identified by the directors and the deans, in-service did not necessarily appear to impact their use of private-sector partnerships, particularly labor.

Results of In-Service Education

Regional Delivery System

- Greater use of advisory councils
- Greater teacher involvement
- Private-sector field trips and class presentations
- On-site workshops

Community College

- Improved relationships
- Curriculum revisions
- Customized training contracts
- Greater involvement

Approximate number of advisory councils in each region or community college district for each of the following council configurations: (n = number of districts/regions that have the configuration)

Regional Delivery System

	Mean	s.
Region (General) (n=34)	4.29	10.57
Student Services (n=30)	3.10	6.34
Secondary/Postsecondary articulated programs (n=28)	5.39	6.44
General local school (n=19	3.26	2.51
Programs, regional level (n=23)	8.43	10.95
Others: Adult Education School Board		

Community College

	Mean	s.
College (n=15)	4.20	10.06
Student services (n=15)	1.47	.83
Secondary/postsecondary articulated programs (n=23)	5.56	8.24
Department (n=8)	7.12	6.31
Program (n=23)	21.26	11.98
Others: Regional Vocational System Business & Industry Institute Continuing Education Adult Education		

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS

Support your EFE policy. The state cannot afford to "let go." They must provide leadership and give direction and support to the regional and community college systems they have established. The "grassroots" wants EFE to work. They need both a tangible and visible commitment from ISBE.

(Limited progress)

Regional directors and community college deans indicated their perspective of support for the EFE policy as they view the groups listed below: (Scale: 0=None to 4=Extensive)

SUPPORT FOR EFE POLICY

	RDS Mean	s.	CC Mean	s.
ISBE Board Members	1.13	.98	1.59	.95
ICCB Members	1.46	.89	2.27	.93
State Supt. & Staff	1.79	.77	2.24	.94
DAVTE Mgmt. Staff	2.51	1.08	2.95	.92
ICCB Staff	1.69	.88	2.70	.81
DAVTE Consulting Staff	2.53	1.08	2.62	.93
Local School Boards/ CC District Boards	1.93	1.00	2.00	.99
General Assembly	1.42	.89	1.52	.80
Universities	1.52	.86	1.41	.82
IVA	2.48	.97	2.30	.99
ICoVE	2.72	.78	2.78	.87

As viewed by the secondary systems, the lowest level of support for the EFE policy comes from members of the ISBE Board members, followed by the General Assembly and the universities, ICCB staff and members and the State Superintendent. The deans see low levels of support from universities, the General Assembly, and the ISBE board members.

Study 1991 progress. Co-sponsor with ICoVE a follow-up study similar to this study resulting from public hearings to determine the success of the EFE and its administrative plan after implementation is complete.

(Redirected activity satisfactorily)

No plans for a study are underway. However, the state assessment required by the new Perkins Act may identify some areas for which a study may be necessary. DAVTE is reviewing the policy and administration plan for possible modification which may be needed. The review findings will be reported to the State Board in the spring of 1991.

The EFE policy and administrative plan are fully implemented. As DAVTE reviews its success and needed revisions, it may wish to consider some of the following in preparing its report to the State Board:

1. To what extent are articulation agreements between secondary and postsecondary levels being fully carried out? . . . What impact have these had? . . . What are the strengths? . . . The weaknesses?

2. How much sharing of resources is occurring within the secondary level? . . . Between the secondary and postsecondary levels? . . . How involved is the private sector? . . . Is equipment shared? . . . Facilities? . . . Instructional materials? . . . Programs? . . . Staff?

3. In terms of costs, how many dollars have been saved as a result of the EFE policy and administrative plan? . . . What services have been expanded? . . . How has access been improved? . . . What impact has been made on curriculum? . . . Has quality been improved?

4. To what extent has the total educational process and its "players" been affected? . . . Vocational education? . . . Academic education? . . . Special needs of targeted groups? . . . University programs? . . . The private sector?

5. What revisions need to be made in the policy or in the administrative plan? . . . How will it influence tech prep? . . . How will new federal legislation influence EFE?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

The ISBE has responded to all of the suggestions and recommendations made concerning implementation of the EFE policy. Several of the suggestions for which limited or partial progress was made are continuing. Actions taken to date include:

- 1 Completed satisfactorily
- 1 Considerable progress
- 5 Partial progress
- 4 Limited progress
- 1 Future implementation, as suggested
- 2 Redirected activity satisfactorily
- 1 Redirected activity unsatisfactorily
- 1 Continued activity

16 Total

Follow-up

Report #21

BOARD MEMBERS' AND ADMINISTRATORS' OPINIONS ABOUT RDS

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ICoVE's 1989-1990-1991 Report

REPORT #21
BOARD MEMBERS' AND ADMINISTRATORS' OPINIONS ABOUT RDS
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 REGIONAL DELIVERY SYSTEMS: OPINIONS EXPRESSED BY BOARD MEMBERS AND ADMINISTRATORS

Traditionally, vocational education has operated in a rather isolated existence within the school setting. Historically, vocational education has been hands-on skill training, as opposed to the academics of the three R's. For the past three years, ICoVE has surveyed local school board members and administrators attending the annual convention of local school boards. As a result, ICoVE prepares a report with suggested actions and/or recommendations when appropriate. This is a follow-up of those suggestions and recommendations made for the 1989-90 report and a brief overview of ICoVE's observations and findings resulting from discussions with convention participants. ICoVE found that most administrators come from the academic arena and are not particularly well-versed in what vocational education is trying to accomplish.

As the workplace became more technical in nature and the workforce needed a good foundation of applied academic competencies, vocational education began to change. It needed to become an integral part of the educational process. It needed to work closely with the academic arena to provide students with the basics on which to build technical skills.

The vocational education community was not accustomed to cooperating, coordinating, and working from within the system. It had to shed its isolation tendencies. Vocational education needed to be understood and integrated into the rest of the educational community. At the same time, that educational community needed to become more knowledgeable about vocational education.

Administrators including superintendents and school board members needed to "learn about vocational education, particularly vocational education in a technical world." They needed to understand where vocational education fit in the overall role and scheme of education.

When the Illinois State Board of Education announced its EFE policy and administration plan for implementation, the role of school administrators and school boards, as it related to vocational education, was increased substantially. It soon became evident that vocational education and its new EFE policy were unfamiliar to administrators and board members. At the same time, the EFE policy was requiring local school boards to work together in a legal consortium—an activity they had been introduced to only in a limited way (cooperative agreements) with special education.

ICoVE surveyed local board members and administrators as EFE began to be implemented. ICoVE discovered an appalling lack of knowledge about EFE. Through other studies, ICoVE had learned that this lack of knowledge was causing barriers to implementation.

During the past three years, the State Board of Education has embarked on an effort to provide information to superintendents, principals, and school board members about EFE. Although the efforts need to continue, progress is clearly evident. Informational meetings during statewide and area in-service conference meetings for these decision makers are having increasing

numbers of sessions devoted to vocational education. Attendance at the sessions has also grown.

Many local and regional districts have engaged their advisory councils as part of the information-giving process at the local level. The concepts of private-sector partnerships and advisory committees have spread throughout the educational process and are no longer reserved for vocational education.

Vocational education is working to bring awareness of the need for integration of academic and vocational education.

Vocational education has enhanced its ability to "tell its story," but must continue these efforts so that parents and students fully understand the role it plays in preparing students to continue their education and/or enter employment. This will be particularly helpful in implementing the new tech prep programs currently being developed in Illinois.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------	
Provide more information and opportunities for dialogue with superintendents and district-level administrators regarding the potential of EFE and its regional delivery systems as part of the overall education process. (Partial progress)	Efforts were exerted to provide information to district-level administrators such as principals and superintendents. The State director and management staff have increased participation in area and statewide administrator meetings and conferences. Information has been provided about new directions for vocational and technical education in Illinois, particularly new emphasis on the integration of academic and vocational education. New initiatives in Tech Prep have been presented to administrators, as have new thrusts of the 1990 Amendments to the Perkins Act for vocational education. As the next step, DAVTE will be involving administrators in public hearings regarding the new state plan. Plans for the integration and interaction of academic and vocational education will be a major change in the plan.
----------*TO REGIONAL DELIVERY SYSTEM DIRECTORS*----------	
Provide leadership for informing school boards, superintendents, and district-level administrators about EFE and the impact being made through the Regional Delivery System. (Considerable progress)	In a survey of administrators and school board members conducted by ICoVE in the fall of 1990, ICoVE asked how well apprised they were of activities involving the regional delivery systems (RDS). On a scale of 1=Don't know what an RDS is, to 5=Very well informed, ICoVE learned the following: <u>Board members</u> • Approximately 15-16% gave a 4 or 5 rating • 38.8% didn't know what an RDS is (score = 1) • The average score given as a 2.25. <u>Administrators</u> • Over 70% gave a 4 or 5 rating • 13.2% didn't know what an RDS is (score = 1) • The average score given was a 3.7

----------TO REGIONAL DELIVERY SYSTEM DIRECTORS----------

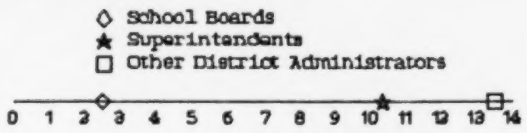
'87-'88
RECOMMENDATIONS

'89-'90-'91 FOLLOW-UP ACTIONS

In another survey, regional delivery system directors were asked how often they address school boards, superintendents, and other district-level administrators such as principals or special education administrators. They were also asked to list the topics discussed when meeting with these groups. Regional delivery system director meetings include:

Number of Meetings Per Year

	Mean	s.
School Boards	2.48	3.52
Superintendents	10.35	8.71
Other district level administrators	13.52	54.87



RDS directors report to school superintendents more than any other groups of secondary decision makers. The number of reports made to school board members is considerably less than those made to administrators.

Most Frequently Discussed Topics

School Boards

- Funding
- Curriculum
- Articulation
- Goals and future events
- Courses and programs
- Equipment needs and purchases
- Administration
- Student services
- Personnel

. . . many others

Superintendents

- Legislation
- Board meeting
- Tech prep
- Integration
- Curriculum
- Articulation
- Budget
- Personnel
- Equipment
- Program improvement

. . . many others

Other administrators

- Curriculum
- Special needs
- Scheduling
- Articulation
- Equipment
- Funding
- Programs/courses
- Staffing
- State and federal guidelines

. . . many others

----------TO ILLINOIS STATE BOARD OF EDUCATION----------

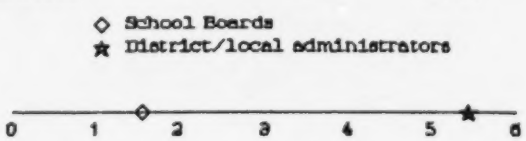
'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
	It is interesting to note that performance standards, competency acquisition, and integration of academic and vocational education do not make the list of "frequently reported."
Include EFE on the agenda for statewide and regional conferences and workshops for superintendents, district–level administrators, and school board members. (Considerable progress)	DAVTE staff have made presentations about education for employment and the new tech prep initiative to: • Illinois Association of Local School Boards • Illinois Principal's Association • Regional superintendents • Regional delivery system directors • Community college deans and presidents • Illinois Board of Higher Education • Education Committee of the Illinois State Chamber of Commerce

----------TO REGIONAL DELIVERY SYSTEM DIRECTORS----------

RDS directors should provide leadership to advisory councils, faculty, and local school–level administrators to enhance communications with school boards and district–level administrators regarding EFE. (Partial progress)	ICoVE asked regional directors how frequently advisory councils report to school boards and district–level administrators. The respondents indicated advisory council meetings as follows:

Number of Meetings Per Year

	Mean	s.
School Boards	1.57	1.53
District/local administrators	5.44	15.89



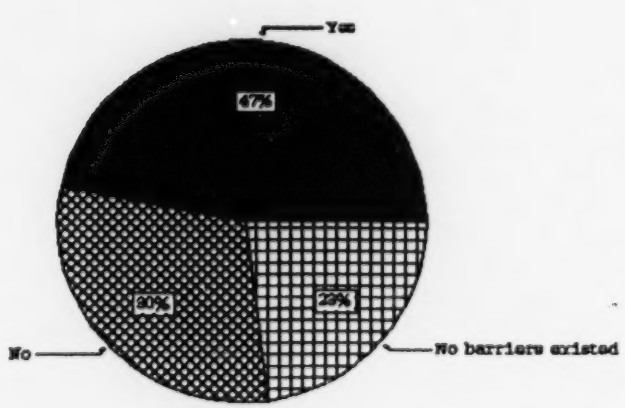
Directors reported that advisory councils and school boards most often discuss:

- Curriculum
- Labor market
- Projects and activities
- Staff development
- Business/industry partnerships
- Tech prep
- Equipment
- Community relationships
- Program improvement

Advisory councils, according to directors, discuss the following topics during meetings with district–level administrators.

- Curriculum
- Funding
- Tech prep
- Staff development
- Student services
- Enrollments
- Program improvement
- Articulation
- Equipment
- State and federal guidelines

----------*TO REGIONAL DELIVERY SYSTEM DIRECTORS*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Advisory councils should communicate their advice to local school boards. (Partial progress)	ICoVE asked regional delivery system directors if the advisory councils in their region reported or communicated advice to the local school boards or boards of control. Forty–eight percent (48%) of the respondents indicated that advisory councils do communicate with the local school board. When asked to indicate how often this occurs, the average response (from those who communicate with local school boards) was 2.31 times per year, (s. 2.77, n=16). Actions resulting from communication between the advisory councils and the local school board as reported by the directors include: • Curriculum committees • Gained support for vocational education • Joint meetings • Board accepts recommendations When ICoVE asked school board members if they had received advice from advisory councils, 45.5% indicated they had received advice.
RDS directors should provide leadership for resolving transportation and class scheduling barriers within their own region. (Partial progress)	RDS Directors were asked if they had provided leadership to resolving transportation barriers within their region. Their responses were categorized as follows: Yes 47% No 30% No barriers 23% Transportation Barriers 

----------*TO REGIONAL DELIVERY SYSTEM DIRECTORS*----------

'87–'88 SUGGESTED ACTIONS

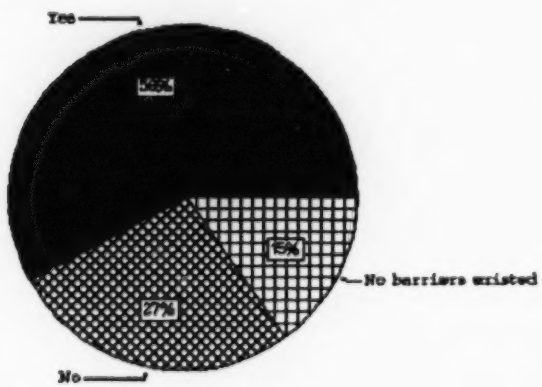
'89–'90–'91 FOLLOW-UP ACTIONS

Directors were asked to rate the extent to which the transportation problems had been solved. On a scale from 0=No progress to 4=Totally resolved, the average rating was 2.85. (standard deviation = .93)

Barriers affecting class scheduling were also addressed in the survey of system directors. When asked if they had provided leadership to resolving class scheduling barriers, they indicated:

Yes	58%
No	27%
No barriers	15%

Class Scheduling Barriers



The extent to which directors felt scheduling problems had been resolved was rated on a scale from 0=No progress to 4=Totally resolved. Results showed:

Mean = 2.48 s. = .99

RDS directors should keep school boards and district-level administrators apprised of the results of expanded opportunities for students as well as continuing needs.

Over half of the RDS directors have alleviated transportation and class scheduling problems. About 1/3 of the problems remain.

Directors did not identify ways of apprising administrators of the results of expanded opportunities for students. They did list student services as a topic presented.

(No activity/nothing initiated)

----------*TO REGIONAL DELIVERY SYSTEM DIRECTORS*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
RDS directors should report outcomes of RDS efforts which result in efficiency measures to school boards and administrators. (Limited progress)	Presentations to board members and administrators about articulation may have been about outcomes related to efficiency. Data to make such an assessment are not available.

Avenues of communication between school boards and regional delivery systems have been opened. Communication is expanding. Several questions about the impact remain.

1. How does the school board use information it receives from vocational directors? . . . From vocational administrators? . . . From vocational advisory councils? . . . What actions have been taken?

2. Does the school board discuss labor market needs with the advisory council? . . . With vocational staff?

3. Are school boards knowledgeable of vocational education's role in preparing and maintaining the workforce? . . . Are they aware of vocational education's role in improving productivity and the competitive edge of the U.S. workforce?

4. Are school board members kept apprised of trends in vocational education such as tech prep? . . . Integration of academic and vocational education? . . . Increasing use of partnerships with the private sector? . . . Establishing of standards for student performance? . . . The importance of basic skills? . . . What comprises the basic skills?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE and Regional Delivery Systems

Most of the actions suggested to ISBE and the RDS directors concerning keeping local school board members and administrators informed about vocational education received attention. ICoVE's follow–up found this progress as listed below.

ISBE
- 1 Partial progress
- 1 Considerable progress

RDS
- 1 Considerable progress
- 3 Partial progress
- 1 No activity, nothing initiated
- 1 Limited progress

Follow-up

Report #24

IMPACT OF STATE POLICY AND PRACTICES FOR EDUCATION FOR EMPLOYMENT

BEST COPY AVAILABLE

REPORT #24:
IMPACT OF STATE POLICY AND PRACTICES FOR EDUCATION FOR EMPLOYMENT
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 STATE POLICY AND PRACTICES

The Education for Employment policy and administrative plan is fully operational throughout Illinois. Several initiatives are in place to continually work toward improving quality. The extent to which these are successful is unclear, or at best, subjective. The State Board has taken a pro-active position in regard to establishing performance standards as required by newly reauthorized federal legislation

The State Board staff have followed ICoVE's business, industry, and labor study carefully to determine criteria for standards meeting industry requirements.

The ISBE identified outcome areas from a series of focus groups with the educational community, public programs and the private sector. These areas have been identified for goal areas and will become part of the Illinois core performance measures. It is commendable that these evolved from the grassroots and reflect grassroot aspirations. The outcome areas include:

- Employment
- Economic competitiveness
- Academic achievement
- Educational attainment
- Access and equity
- Occupational competence

During the past five years, considerable strides have been made in the formation of linkages and coordination of vocational education with academic education, special education, JTPA, the private sector, federal programs, and state agency services. The amount of activity is commendable although improvement is possible. Upon implementation of the new macro data system, actual outcomes and results generated from these linkages can be assessed in terms of effectiveness and efficiency. System directors and community colleges have identified several benefits of their own systems. Linkages have been increased at both the state and local levels. This is commendable.

Private-sector involvement in program planning, input into improvement and revision initiatives have also grown in numbers. The lines of communications about workforce needs and changes in the workplace itself have improved for occupational programs, student services, regional and district planning and instruction.

ISBE has a tradition of sponsoring and supporting research and development activities. Federal funds for these activities are greatly reduced by the reauthorization of the Perkins Act. With changes facing vocational education, i.e. workplace changes, educational changes, and technological changes, the State Board needs to pursue state funds for research and development activities.

The EFE is able to accommodate the new Tech Prep initiative, thus indicating its capacity for adjusting and fine-tuning. The experiences of working and planning together to create regional systems having articulation agreements with community colleges bring valuable skills to the process.

The concern about teacher/educator preparation has received little attention during the past few years. The concern is multi-faceted. A decline in the number of

teachers, counselors, etc., entering the profession in vocational education is declining indicating there will be a teacher shortage. A second concern is that teacher preparation in Illinois is for elementary and secondary. There is no teacher preparation program for postsecondary teachers.

In the occupational programs this is a real concern. Many CC instructors must be brought in from the private sector in order to have the appropriate level of occupational skills needed. The third primary concern is adequate, up-to-date occupational skills for teachers entering the profession and adequate in-service for those already in the profession, i.e. keeping them current.

As new requirements for accountability and evaluation are implemented through the EFE policy, it has the capacity to embrace new efforts and use the outcomes or findings to improve existing programs.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ILLINOIS STATE BOARD OF EDUCATION	
OPTION TO IMPROVE THE PREPARATION OF HIGH SCHOOL YOUTH	
Identify clearly those outcomes which all students must possess in order to prepare them for their future work roles and take appropriate measures to bring together teachers in the high schools to address these outcomes in an array of classroom and applied settings.	The State Board, through the use of technical committees, has developed curriculum materials for teaching employability skills. Most occupational areas have identified skill competencies essential for related occupations. Through the use of a series of focus groups, DAVTE has been able to identify program outcome areas necessary for the workplace. These outcome areas include: • Employment • Economic competitiveness • Academic achievement • Educational attainment • Access and equity • Occupational competence
(Considerable progress)	DAVTE further plans to use findings in ICoVE's business, industry, labor study to address specificity of the identified outcomes, such as the required academic achievements needed in various occupations. Through a variety of joint meetings between academic and vocational education teachers working on applied academic pilot initiatives, some inroads have been made to bring the two groups together. QAP funds were available for both groups.
OPTIONS TO ASSURE EQUAL EDUCATIONAL OPPORTUNITY	
Formalize linkages at the state and regional levels with individuals and organizations providing special programs and services for high school dropouts.	Linkages of vocational education with the Department of Commerce and Community Affairs (DCCA), the Department of Children and Family Services (DCFS), Illinois Department of Public Aid (IDPA), and local social services are particularly evident in single-parent projects. The project efforts are commendable for reaching potential dropouts, as well as retrieving dropouts. The State Board has linked with and funded several special projects with community-based organizations (CBOs) for the purpose of getting dropouts back into educational programs.
(Considerable progress)	

----------TO ILLINOIS STATE BOARD OF EDUCATION----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
	Two initiatives now approaching their third decade of operation include the Work Experience Career Exploration Program (WECEP) designed for 14- and 15-year-olds who have been identified as potential dropouts. The second program is the Early School Leaver Program (ESLP) operated through community colleges to bring dropouts back into the educational arena. Both WECEP and ESLP programs have linked with JTPA for use of the 8% funds to maintain their operation. Special needs personnel in DAVTE have fostered numerous inter-agency coordination agreements. Cooperation between vocational education and special education is also growing at the State Board level.
Formalize linkages at the state and regional levels with individuals and organizations providing specialized education services to youth and adults. (Considerable progress)	Cooperative agreements between secondary regional delivery systems and community colleges provide linkages for a variety of special services to youth and adults. The student services committees share participation of members on committees to support activities in which linkages provide effectiveness and efficiency. Recent tech prep planning grants further link the secondary and postsecondary systems for serving youth and adults. ICoVE questioned community college deans and regional system directors about the programs and services their institutions provide for youth and adults. The first series of questions addressed the formation of linkages to provide specialized programs for youth and adults. Fifty-five percent of the regional directors responding to the survey indicated they had formed linkages to provide specialized programs. These linkages are with: <u>RDS Linkages</u> • Community college • JTPA • Special education • Area Planning Council • Local districts • SDA • Community agencies The types of programs being provided are: <u>"Linking" RDS Programs</u> • Summer youth remediation for basic skills • Dropout prevention • Vocational assessment • Tutorial • Transition programs • Single parent

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Eighty-two percent of the community college deans responded positively about having formed linkages. Community college linkages are with:

CC Linkages

- JTPA
- SDA
- IDPA
- Business and industry
- Local labor union
- PIC
- High schools
- EFE
- Local agencies
- Other colleges

Programs provided through linkages between the community college and other agencies are:

"Linking" CC Programs

- GED
- ESL
- Summer youth
- Job readiness
- Minority youth programs
- Dislocated worker programs
- Literacy
- Adult basic education
- College for kids
- Technical skills programs

The RDS linkages tended to be with other educational groups, except for the CBOs and JTPA. The CC linkages had more variety. These included the private sector of other agencies and other programs.

The second series of questions addressed the area of services for limited-English-proficient youth and adults. Deans and directors were asked to indicate if services were provided for youth and adults at their institutions.

Services for LEP Individuals
(Frequency of Responses)

	RDS (n=55)	CC (n=29)
Youth	22	16
Adults	10	23
No services	18	2
As needed	14	11

RDS Services

- LEP
- ABE
- Vocational assessment
- Interpretation
- GED
- Tutorial services
- ESL
- Special instructional materials

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW-UP ACTIONS

CC Services

- Counseling
- Courses
- Translation
- GED
- Readers

. . . others

- Tutoring
- ESL
- ABE
- Note takers
- Basic skills

Source: ICoVE survey of RDSs and CCs

The two groups were also asked how the scope of their services for limited-English-proficient youth and adults had changed in the past two years.

Changes in Services
(Frequency of Responses)

	RDS (n=55)	CC (n=29)
Increased at the RDS/CC level	8	13
Stayed about the same	9	13
Decreased	1	0
Received more emphasis from the state level	2	7
Received less emphasis from the state level	0	0
No change in emphasis apparent	18	6

Expand the scope of activity associated with providing special programs and services for limited-English-proficient youth and adults.

(Considerable progress)

Within regional delivery systems that have a substantial limited-English-proficient population, special services such as tutoring and interpreting have been expanded.

In-service by Bilingual Education project staff has continued to target postsecondary education institutions with substantial LEP populations.

Services and programs to LEP populations are closely monitored during on-site visitations to secondary and postsecondary agencies.

Expand the scope of activity with the State's community colleges as they provide training and/or retraining to the State's adult population.

(No activity/nothing initiated)

Efforts of the State Board to expand the adult retraining and maintenance have not occurred. Little direction is provided by the State for activity at either level. The extent of programs available is determined by local initiative.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS

OPTIONS TO IMPROVE THE REGIONALLY ORGANIZED DELIVERY SYSTEM

Provide leadership with representatives of the Intergovernmental Cooperation Commission and others to formulate a broad statewide policy on employment and training.

(No activity/nothing initiated)

The State Board has not provided leadership for other individuals and groups to collaborate on a statewide policy on employment and training.

Encourage education for employment regions to identify, on their own, creative solutions to addressing the principles of quality, access, and efficiency by providing leadership to "guide" the regions as they address these principles.

As part of its follow–up, ICoVE asked RDS directors and CC deans to identify creative solutions. Their suggestions follow. No effort has been made to help them address their suggestions.

Regional system directors have identified the following solutions to the principles of quality programs, access, and efficiency.

QUALITY PROGRAMS

- In–house or area vocational centers
- Business and industry involvement
- Shared training programs
- Use of advisory committees to obtain input concerning new technology, curriculum, and equipment requirements
- Curriculum review – common titles, description and handbook offerings
- Trying to work with teachers in other academic areas
- Secondary and postsecondary instructors have and continue to meet to review curriculum, equipment and to provide joint staff development

ACCESS

- In–house or area vocational centers
- Sharing students
- Promotion of regional system programs through brochures
- All programs open to all students
- Transportation provided by the RDS
- System registration/program handbook
- Staff cooperation and recognition of importance

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

EFFICIENCY

- Area vocational centers
- Business and industry involvement
- Sharing students
- Presentations to superintendents and local school boards concerning duplication of programs in region and local costs
- Sharing instructors employed by the regional system which reduces costs to each district in the region
- Developing a tech-prep effort jointly with the community college and high school plus many other projects
- Trying to integrate teachers and programs to increase efficiency in programs
- Low enrollment/high cost programs offered on a cooperative, shared basis

Community college deans have identified the following creative solutions to address quality programs, access, and efficiency.

QUALITY PROGRAMS

- Hiring pf faculty who have the skills to provide quality programs then integrating vocational and academic programs
- Continual monitoring of student outcomes and employer satisfaction, making changes as warranted
- A formal faculty evaluation system conducted by supervisors
- A cooperative technical "Principles of Technology" course developed by secondary schools, college and industry
- Large professional development program for faculty
- Budget process, faculty selection, program review and advisory committees
- Business/industry partnership

ACCESS

- Special enrollment procedures
- A wide variety of services to assist students in qualifying for programs and for financial assistance
- Open entry/open exit options
- Extensive off-campus offerings
- Appropriate scheduling and advertising
- Marketing to non-traditional groups
- EFE advanced credit

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS

EFFICIENCY

- Utilization of high-quality computer hardware and software
- Annual program evaluation
- Close monitoring of cost factors and seeking more effective ways of delivering services
- Lean administrative staff, pursuance of external funding sources
- Close monitoring of class sizes
- Combining of small classes to make larger groups/use of open labs
- Budgeting based on production
- Sharing of resources among departments and divisions that normally compete

The State Board should review the suggestions and integrate them into some of its future planning and in-service education activities.

OPTION TO ADDRESS CHALLENGES ASSOCIATED WITH THE CHANGING NATURE OF WORK

Continue to support an aggressive program of applied research and development to provide leadership to regional systems and community colleges in promoting new programs and services for youth and adults who are preparing for immediate employment or advanced education.

(Continued activity)

Research and development activities focused on the integration of new technology by providing both curriculum and staff development. Staff development promotes leadership for implementing new programs and services. A considerable amount of staff development has been provided in the area of effective methods of integration for raising student reading levels.

Under newly reauthorized federal legislation, much of the research and development funding will be lost. ISBE should carefully consider requesting "R&D" funds of the General Assembly.

OPTIONS TO MODERNIZE EDUCATION FOR EMPLOYMENT PROGRAMS

Promote use for program improvement resources available through the Carl D. Perkins Vocational Education Act to establish an annual "new program" allocation for regional systems and community colleges as a means of

The State Board has not established an "incentive pool" to encourage the development of new and emerging occupational programs. However, it is appropriate for QAP funds to be used for new programs and it has occurred.

"New program" allocations were not set aside during the '89–'90 time frame to impact a state initiative; however, some "new programs" were implemented. As reauthorization of the federal Perkins Act began to take shape, the tech prep initiative

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
allowing them to support curriculum, staff development and equipment for new and emerging occupational programs. (Redirected activity satisfactorily)	surfaced. The DAVTE began to focus attention on the concept and its potential for Illinois. During FY 90, DAVTE designed a request for proposals (RFP) to fund planning grants for tech prep, capitalizing on exiting linkages between community colleges and regional delivery systems. Beginning in FY 91 "new program" allocations (approximately $500,000) will be directed toward developing the tech prep system.
Encourage regions and community colleges to consider implementation of work experience programs as one means of improving the nature and scope of programs offered for youth and adults. (Partial progress)	The State Board has encouraged experiential learning through the use of the corporate campus concept and the development of new cooperative education programs, summer jobs and as part of tech prep programs being designed. Work experience or work-based programs have been encouraged by DAVTE through several efforts. Revision of cooperative education materials, training plans, and task lists has provided impetus. DAVTE has worked cooperatively with the Illinois Council on Vocational Education (ICoVE) to promote apprenticeship and pre-apprenticeship programs. An ICoVE study, soon to be released, will identify additional strategies for expanding apprenticeship programs. DAVTE staff have placed emphasis on "experiential learning" and the corporate campus. Both designs are based on the work experience concept. In FY 90, DAVTE requested proposals for tech prep planning. These planning initiatives will be launched in FY 91. Basic to tech prep are partnerships with the private sector, which should further expand the workplace basics concept. The tech prep planning grants will design programs which use work-based learning, as well as other strategies to help students increase their understanding of the nature and scope of work. Although DAVTE has placed considerable emphasis on work-based learning, the number of participants has not grown significantly. This may be the amount of time required of a student's schedule, but DAVTE may wish to examine the cause more thoroughly.

----------*TO ILLINOIS STATE BOARD OF EDUCATION*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Improve and expand those aspects of State Board of Education and Illinois Board of Higher Education relationships to prepare new teachers for positions in secondary and postsecondary settings. (Limited progress)	The Illinois State Board of Education continued to fund the University Council on Vocational Education in Illinois (UCVEI). Individual universities have conducted some research in the preparation of teachers for both secondary and postsecondary settings. Council members have apprised each other of their findings. The topic of vocational education teacher preparation has not appeared on the IBHE agenda. Representatives from the UCVEI attend IBHE meetings in a liaison capacity. ISBE/DAVTE receives minutes of the IBHE meetings, and items of interest to DAVTE managers from those minutes are shared with them. During the FY 89–90 period after entrance requirements to universities were passed by the General Assembly, interpretation was requested by local school districts. DAVTE was kept apprised of the issues via the Superintendent. Attempts were made by the Superintendent to work with IBHE to release a joint document of the interpretation. The document was prepared by IBHE without input from ISBE. At ICoVE's invitational meeting in 1991 with the CEOs of ISBE, ICCB, and IBHE, the concern for adequately prepared teachers, administrators, and student services personnel was presented by ICoVE.
Involve the private sector for assistance in modernizing education for employment programs by utilizing advisory councils in all regions with membership representatives of the regional workforce. (Partial progress)	Advisory councils have been involved in regional delivery systems. To date, councils have been primarily involved in advising about curriculum matters, equipment and facility needs, assisting with career fairs, and providing work slots for students and teachers in internship programs. As performance standards measures are established, advisory councils will be useful in interpreting and assisting with measures of performance, particularly skill competencies. Private-sector advisory councils may also be useful in establishing any additional local standards deemed appropriate. As part of ICoVE's follow-up, regional system directors were asked to indicate the approximate number of private-sector representatives serving on advisory councils in their region. The average response was 54.11 representatives (s. = 66.96). Listed below are the average number of advisory councils functioning within a region for each of the following council configurations (n=number of district/regions that have the configuration).

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW-UP ACTIONS

Regional Delivery System

	Mean	s.
Region (General) (n=34)	4.29	10.57
Student Services (n=30)	3.10	6.34
Secondary/postsecondary articulated programs (n=28)	5.39	6.44
General local school (n=19)	3.26	2.51
Programs, regional level (n=23)	8.43	10.95
Programs local school level (n=13)	8.61	7.64
Others:		
Adult education		
School board		

Of those responding to the survey, ninety–three percent indicated that the membership of the advisory councils in their region did represent the workforce in their geographic area.

Community college deans were asked approximately how many private–sector representatives serve on advisory councils in the college. The average response was 152.88 (s. = 114.30). Ninety–seven percent of the respondents indicated that membership of their advisory councils did represent the workforce in their geographic area.

The following table depicts the average number of advisory councils functioning within the college district for each of the council configurations (n=number of district/regions that have the configuration).

Community College

	Mean	s.
College (n=15)	4.20	10.06
Student services (n=15)	1.47	.83
Secondary/postsecondary articulated programs (n=23)	5.56	8.24
Department (n=8)	7.12	6.31
Program (n=23)	21.26	11.98
Other:		
Regional vocational system		
Business and industry institute		
Continuing education		
Adult education		

ICoVE's follow-up findings again indicate that the use of advisory councils by community colleges and regional delivery systems varies throughout the state. Some districts and regions have extensive private–sector involvement and thus continue to skirt the issue and involve the private sector minimally, thus meeting state requirements.

24.12

As revisions are made to the EFE policy and administrative plan, the priorities need to focus on integrating program evaluation to address needed program improvements.

1. What achievement gains have resulted from the integration of academic and vocational education? . . . What industry standards are being met in occupational programs? . . . Are completers getting jobs? . . . Are they continuing their education?

2. What impact have linkages and coordination efforts had? . . . What cost savings have been enjoyed? . . . How have services been expanded? . . . What have been the gains?

3. What are the needs for specialized services within the region? . . . Are variations across the state significant? . . . Can program standards for access to services be adopted at the state level?

4. How can programs be expanded to serve needs of the region? . . . Of special population groups? . . . Of the adult workforce?

5. What indicators suggest programs are meeting the needs of the workforce? . . . How well are our programs prepared to adapt to future needs? . . . Are teachers available who can serve these needs?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE

In reviewing progress made on the recommendations made to the Illinois State Board of Education, ICoVE found the following:

ISBE

- 4 Considerable progress
- 3 Partial progress
- 1 Limited progress
- 1 Continued activity
- 2 No activity/nothing initiated
- 1 Redirected activity, satisfactory

12 Total

ICoVE MEMBERSHIP

RONALD C. MOREHEAD
ICoVE Chair 1990-91
Illinois AFL-CIO Manpower Assistance Program
Bloomington, IL

GERALD W. SCHMIDT
ICoVE Past Chair, 1988-90
Training Manager
Caterpillar, Inc.
Aurora, IL

ROBERT M. BECKWITH
Director, Small Business Programs
Illinois State Chamber of Commerce
Chicago, IL

HARTZEL L. BLACK
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Southeastern Illinois College
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